

Childminder report

Inspection date: 10 October 2022

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children develop in the welcoming, safe and homely environment that the childminder has successfully created. They are extremely happy, content and confident. Children become engaged in a range of learning experiences provided by the childminder. Younger children form good attachments to the childminder and naturally turn to her for cuddles and help.

Children show high levels of attention and engagement. They are constantly motivated by the ideas the childminder offers to extend their learning. Children behave very well. They are given gentle reminders in a calm and consistent way along with praise for their efforts and achievements. Children learn to help each other and play kindly with their friends. The childminder is very attentive to children's needs. She provides the care, support and encouragement that they need to become confident learners.

Children make regular trips within the local area and community. These are a fundamental and carefully planned part of the provision. They provide meaningful opportunities for children to take part in a wider range of experiences, such as 'Sing and Sign' in local play groups. Children enjoy plenty of opportunities for fresh air and learn about the world around them. For example, during walks along the canal side or on the beach.

What does the early years setting do well and what does it need to do better?

- The experienced childminder observes children and monitors their development. She works closely with parents to establish children's starting points. Overall, the childminder builds on children's skills and knowledge, and challenges them to move their learning forward. That said, on occasion, the childminder is less clear in her understanding of how to robustly sequence the learning of younger children. This means that some activities do not consistently maximise younger children's learning.
- The childminder constantly engages children in purposeful conversation. She interacts well with babies, talking to them, copying the sounds they make, and singing songs to encourage their early conversations. The childminder introduces sign language, as they sing songs to help build on children's emerging language skills.
- Children access a range of exercises to help them to control their breathing and understand their emotions. For example, children take part in yoga sessions, allowing them to regulate their breathing and feel calm. As a result, children learn how to effectively manage their own behaviour and understand the difference between right and wrong.
- Children demonstrate respect for their environment. The childminder is an

excellent role model and regularly praises children for their efforts. Children behave impeccably and help at tidy-up time. They have excellent listening and attention skills. Children follow instructions and take on board suggestions from the childminder to help them to succeed in what they have set out to do. For example, children carefully follow the childminder's instructions, allowing them to successfully roll discs and compare how far they travel.

- The childminder reflects regularly on all aspects of her setting. She continues to build on her own professional development to help to enhance children's experiences. The childminder is eager to explore further training to help develop children's learning at the highest level. The childminder is committed to ensuring that her practice continually improves.
- The childminder works with parents as partners to provide ideas for healthy packed lunches for children. Children sit at the table to eat and enjoy the social occasion. During walks in the local woods, children collect fresh berries with the childminder's help and use these to bake a fruit crumble. Children learn about the benefits of eating healthy foods. This supports children to learn about what contributes to a healthy lifestyle.
- Parent partnerships are exemplary. The childminder is excellent at communicating with parents and sharing information daily to provide a collaborative approach to children's education. She ensures that parents know what their children are currently working on and provides ideas of ways in which parents can further support their child's learning at home. For example, children enjoy autumn walks, collecting conkers, leaves, and acorns with the childminder. Parents are then encouraged to continue to build upon this experience at home. This helps to provide a consistent approach to children's learning.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a high regard for the safety and well-being of all children in her care. She understands her responsibilities in relation to child protection, keeping her knowledge up to date by attending regular training. The childminder is confident in recognising the signs and symptoms of possible safeguarding issues, including, female genital mutilation. She knows how to report any concerns to the relevant authorities. The childminder assesses her home for any hazards daily, helping to keep children safe. She follows robust procedures to help ensure that outings and trips in her vehicle are safe.

What does the setting need to do to improve?

To further improve the quality of the early years provision, the provider should:

- reflect on the way in which the curriculum is sequenced for younger children to consistently build on what they know and can do.

Setting details

Unique reference number	EY443578
Local authority	Rochdale
Inspection number	10235697
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children at time of inspection	1 to 1
Total number of places	18
Number of children on roll	2
Date of previous inspection	10 October 2016

Information about this early years setting

The childminder registered in 2012 and lives in the Castleton area of Rochdale, Greater Manchester. The childminder operates from 7am to 6pm, on Monday to Friday, all year round, excluding family holidays and bank holidays. The childminder has a relevant qualification at level 3. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Jason Holmes

Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the setting and has taken that into account in their evaluation of the setting.
- The childminder explained how her early years provision is organised. The inspector held a learning discussion with the childminder on how she supports the children's learning and development.
- The inspector spoke to the children at appropriate times during the inspection.
- A range of documentation was reviewed, including suitability checks and paediatric first-aid qualifications.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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