

Childminder report

Inspection date: 16 June 2021

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children are well settled and appear happy at this welcoming setting. They show interest in their play and learning. Children explore as they roll toy cars along the floor and play with models of animals. Babies are well supported as they begin to develop their communication and language skills. For example, they babble excitedly to communicate and tell others to 'look' at their toy. Children develop their small-muscle skills as they roll play dough and learn to use stencils.

Some children bring a 'special toy' from home, which helps them to feel secure. The childminder and the children develop nurturing and positive relationships. Children show curiosity towards visitors. They are calm as they learn to share toys. Children are confident to make their wants and needs understood by using gestures and by answering 'yes' or 'no' to questions. When children need encouragement to regulate their behaviour, the childminder supports them well.

Parents comment that their children have settled 'fantastically well' despite the challenges faced due to the COVID-19 (coronavirus) pandemic. Parents do not go into the setting as they would usually, so the childminder has set up new systems to share information with them. This enables children to continue to learn at home. For example, some parents continue to teach their children about 'kind hands'. Parents praise the childminder for being 'extremely caring' and for treating their children 'like family'.

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

- The childminder prioritises children's well-being and explains how this is even more important due to the impact of the COVID-19 pandemic. She wants children to feel safe, secure and happy. To achieve this, the childminder creates an environment where the children can feel at home.
- Overall, children make good progress. The childminder identifies the skills and knowledge that children need to learn next by observing them at play. She plans activities following children's interests and what they already know and can do. However, the implementation of some activities does not always fully meet the individual learning needs of all children. This means that some children do not always fully engage or progress as much as the childminder intends.
- Children's communication and language skills are well promoted. The childminder provides a language-rich environment where children are supported to talk. For example, the childminder models how to use new words and encourages children to repeat them, such as 'squishy' to describe play dough. She uses effective questioning and talks to children clearly as they play. Children listen to stories and have access to books of their own choosing. For example, children look at the pictures in 'Room on the Broom' as they wait for their snack.

- The childminder does not place as much emphasis on the curriculum for mathematics. Children are not consistently supported to practise, consolidate or extend their problem-solving and counting skills. The childminder plans to develop her knowledge to better support children's mathematical knowledge and skills.
- Children enjoy visits to the local park and nature trail. This helps to promote their physical dexterity and provide them with new experiences. As opportunities to visit places in the local community are limited, due to the COVID-19 pandemic, the childminder considers different ways to offer further experiences. For example, in wet weather, children wear wetsuits to explore the garden.
- The childminder has high expectations for children's behaviour. She repeats these expectations to children throughout the day, such as when prompting them to use manners and reminding them to have 'kind hands' as they share books. As a result, children learn to be respectful, tolerant and kind towards other people.
- Care practices are good. Children bring their own packed lunches to the setting, which ensures that they are provided with healthy foods best suited to their own tastes and dietary requirements. The childminder encourages children to develop independence skills. For example, they learn to wash their own hands and eat food without any help. The childminder successfully supports children to settle when they first start and prepares them for their eventual move to school.

Safeguarding

The arrangements for safeguarding are effective.

The premises are safe and secure. Robust procedures ensure that all adults living at the premises are suitable to have contact with children. The childminder understands the steps to take if an allegation is made against a household member. She understands how to keep children safe and protected from harm. The childminder knows the steps to take should she become concerned about a child's welfare. She has a good knowledge of wider safeguarding concerns, such as peer-on-peer abuse and extremism. The childminder attends safeguarding training with the local authority to keep her knowledge up to date.

What does the setting need to do to improve?

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

- develop further the skills and knowledge needed to ensure that the implementation of activities consistently meets the individual learning needs of all children
- strengthen the programme of professional development to better support children's mathematical knowledge and skills.

Setting details

Unique reference number	2508944
Local authority	Rochdale
Inspection number	10191633
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	0 to 7
Total number of places	6
Number of children on roll	7
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019 and lives in the Middleton area of Greater Manchester. She operates all year round from 7.30am to 6pm, Monday to Friday. The childminder provides funded early education for two-, three- and four-year-old children. She holds an appropriate qualification at level 2.

Information about this inspection

Inspector

David Lobodzinski

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 childminder and has taken that into account in his evaluation of the setting.
- The childminder and the inspector had a learning walk and tour of the premises.
- The inspector observed the interactions between the childminder and the children throughout the inspection and evaluated the impact on children's learning.
- The inspector held discussions with the childminder and children at appropriate times during the inspection.
- Telephone conversations were held between the inspector and some parents of the children who attend.
- The inspector observed an activity being carried out and held a discussion with the childminder about this afterwards.
- Relevant documentation was reviewed by the inspector, including evidence of training the childminder has undertaken.

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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