

Childminder report

Inspection date: 19 April 2022

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 happy and feel safe in the relaxed environment of the childminder's home. They are learning to be aware of their own and others' personalities and know how to express themselves. Children's behaviour is exceptional. They enjoy playing with their friends and know what is expected of them. Children laugh together as they 'clap' foam in the air and watch it land on each other. They are creative and adventurous. Children enjoy reaching high and low to 'splat' paint across large areas on the fence and make their own marks on hanging umbrellas. They develop physical skills as well as creativity. Children always have a go and keep on trying until they succeed.

As a result of the COVID-19 pandemic, some children's social interaction skills have been interrupted. They are learning how to be confident within new surroundings and enjoy accessing community groups where they meet new people. Children are very respectful and learn about people's differences regularly. For example, they enjoy listening to a story about different families and a range of cultural traditions.

Children often explore and enjoy food within the setting. They help themselves to fresh vegetables such as carrots from the kitchen bowl if they are hungry. Additionally, children handle un-cooked spaghetti and compare this to when it is cooked for their lunch. They investigate the noise the boiling water makes and talk about how food is made. Children begin to understand simple scientific processes.

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

- The childminder supports children's communication and language skills throughout their play. She uses clear words when speaking to them and encourages younger children to repeat new noises. Children enjoy choosing songs to sing from the song bag. They listen well to the instructions and join in using actions. In addition, children describe the texture of foam within an activity. They use words such as 'fluffy' and 'silky'. Children learn a broad range of vocabulary.
- The childminder accurately assesses children's development and works towards achieving their next steps in learning. She carefully prepares her environment in order to support children's individual needs and interests. As a result, children engage well in all aspects of their play and make good progress in their learning.
- Partnerships with parents are well established. Parents know what their children are learning and how to ask for advice to continue this at home. The childminder suggests ideas for parents to try at home that match children's individual interests. She keeps in touch with parents to ensure a two-way-flow of information is consistently shared regarding children's needs.
- The childminder keeps up to date with required training, such as safeguarding,

and sometimes seeks further development opportunities. However, she has not created strategies to broaden her knowledge and experiences in all areas of childcare practice, in order to increase outcomes for all children even further.

- Children like to be involved in investigation and problem-solving tasks, developing their mathematical skills. For example, they figure out how to roll balls down varying lengths of bamboo tubes and compare how far they travel. Children happily count the balls as they chase them down the garden. They learn how to compare distance, speed and direction.
- The childminder teaches children independence skills such as putting on their own shoes and coats. She helps them to follow and understand simple instructions and routines. This helps to prepare children for their next stages in learning, such as their move to school. Children have good concentration and listening skills.
- The childminder prioritises children's emotional well-being and security. She helps them to develop good levels of confidence and self-assurance. Children request where they wish to play next and check in with the childminder if they need reassurance. They have close and trusting relationships with the childminder and know that their views are valued. Furthermore, older children care for younger children and identify possible emotions they show. Children draw each other's faces, representing how they are feeling, such as 'sad' or 'happy'.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has secure knowledge of a wide range of child protection risks. She is aware of her role within the local safeguarding partnership procedure in reporting a concern about a child's welfare. The childminder evaluates her setting's safety effectively and removes hazards that may occur. She helps children develop this safety skill. Children are reminded to pick things up off the floor to prevent trips or falls. The childminder holds a current first-aid qualification. She is aware of the actions to take in the event of an accident or emergency.

What does the setting need to do to improve?

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

- build on professional practice even more in order to identify areas of development that benefit all children's learning and experiences the most.

Setting details

Unique reference number	2514882
Local authority	Rochdale
Inspection number	10207871
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 4
Total number of places	5
Number of children on roll	5
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2018 and lives in Rochdale. She operates between 7.30am and 5pm Monday to Thursday all year round, with the exception of bank holidays and family holidays. The childminder holds a relevant level 3 qualification.

Information about this inspection

Inspector

Rachel Waterhouse

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 her evaluation of the setting.
- The inspector and the childminder completed a learning walk around all areas of the setting to understand how the early years provision and curriculum are organised.
- The childminder and the inspector held a number of discussions at suitable times during the inspection.
- Parents' verbal views were taken account of by the inspector.
- The inspector observed the quality of education delivered during activities and assessed the impact this has on children's learning.

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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