

Childminder report

Inspection date: 22 July 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 show that they feel safe, happy and settled in the childminder's home. They have secure attachments with the loving and attentive childminder. The childminder has high expectations for children's behaviour. Children play well together and are learning to share and take turns. They respond well to praise and their behaviour is good.

The childminder carefully plans rich experiences that help children to develop a wider understanding of the world. She provides opportunities for children to see new things and learn about new places and people. For example, children thoroughly enjoy their visits to the surrounding countryside, where the childminder nurtures their fascinations and interests in the natural environment. Older children talk animatedly about the different waterfalls they see and learn to recreate their experiences during play. For instance, they build with wooden shapes to replicate cascades of water tumbling down the hillside. Children spend time at the woods and act out scenes from their favourite stories. They search for living creatures, appreciating what nature has to offer. Children regularly go to the library, playgroups and meet up with other children and their childminders. This helps them to develop confidence in larger social settings and gain a greater knowledge about the world they live in.

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

- The childminder devises a broad curriculum that helps to prepare children for their transition to school. She finds out what children can do and identifies what they need to learn next. Children make good progress from the start.
- Children learn how to be independent from an early age. For example, as they come inside from the garden, they confidently put their wellington boots in a box by the door. Older children help to wipe the table clean ready for mealtimes. Younger children learn how to wash their hands and faces after lunch.
- The childminder talks to children as they play and repeats words back correctly to them. She introduces a wide range of vocabulary and encourages children to extend their sentences. As a result, children hear lots of words and are developing good language skills.
- Children are highly confident communicators. They are keen to share the exciting adventures they embark on. For instance, children say that they catch big fish when they go fishing and watch calves being born at the farm. Their favourite activity is jumping in muddy puddles. Children are highly motivated and have extremely positive attitudes towards their learning.
- Children bring their favourite stories to the childminder, asking her to read them. They thoroughly enjoy listening as the childminder reads with much enthusiasm. Children join in with favourite phrases from the stories, developing a love of

books. During the COVID-19 pandemic, the childminder purchased books and had them delivered to children at home to share with their parents. This helped children to continue their fondness for reading at home.

- The childminder forms positive partnerships with parents. She keeps them well informed and involved in their children's learning. The childminder shares ideas with parents, so they can provide activities to support children's learning at home. One parent comments that this support has enabled their child to develop swiftly with their early speaking skills.
- The childminder communicates regularly with other settings that children attend. This helps to ensure continuity in children's learning and development. The childminder works closely with staff to support children with their emotional development during their transitions to pre-school.
- Overall, the childminder supports children's mathematical development well. However, she sometimes introduces more difficult concepts to children before they are ready. For example, she asks children to name numbers before they have a secure understanding of numerals and counting. Consequently, on the odd occasion, some children prefer not to join in with some tasks that the childminder has planned for them.
- The childminder shows a good commitment to improving the quality of her provision. However, she reflects that she would benefit from more focused professional development opportunities to extend her knowledge and teaching skills further.

Safeguarding

The arrangements for safeguarding are effective.

The childminder completes regular safeguarding and first-aid training to keep her knowledge up to date. She has a secure understanding of how to protect children and keep them safe. The childminder is aware of the signs and symptoms that may indicate a child is at risk of harm. She knows how to report any concerns to the relevant local agencies. This includes if there were allegations against herself or members of the household. The childminder ensures that children play and learn in a safe environment. She regularly carries out safety checks on her home and the places she takes children to.

What does the setting need to do to improve?

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

- adapt planning, so that children have a secure understanding of numbers and counting before moving on to more complex concepts, to fully support their mathematical development
- enhance the programme for continual professional development to extend the good knowledge and teaching skills further.

Setting details

Unique reference number	2547447
Local authority	Rochdale
Inspection number	10232021
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 3
Total number of places	6
Number of children on roll	4
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019 and lives in Wardle, Rochdale. She operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate childcare qualification at level 3.

Information about this inspection

Inspector

Daphne Carr

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 provider and has taken that into account in their evaluation of the setting.
- The childminder talked to the inspector about how she organises her provision and her curriculum intent while they viewed the premises.
- The inspector observed an activity and evaluated this with the childminder.
- During the inspection, the inspector spoke to the childminder and children at appropriate times.
- The inspector observed the interaction between the childminder and children, and discussed their progress.
- The inspector read and considered written comments from parents during the inspection.

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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