

Childminder report

Inspection date: 23 June 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 settled and content in the childminder's care. They enjoy warm, caring relationships both with the childminder and their peers. Children show that they feel relaxed and this supports their ability to engage and learn. Children eagerly access the resources on offer and giggle with excitement when they see their favourite toys. They are self-motivated learners. They confidently express their wants and needs to the childminder, who readily responds. Children behave well. They show real kindness and consideration for their peers. For example, older children find sun hats and hurry to place them on younger children's heads when the sun comes out.

The childminder has high expectations for children. He skilfully adapts the curriculum to support children's identified next steps in learning. This means children are constantly progressing and working towards their goals. Children enjoy playing in sand and water, drawing pictures and manipulating see-saws as they play outside. Indoors, they explore musical instruments, enjoy nutritious food and laugh as they move toys cars up and down the childminder's arms. The childminder enriches children's experiences. For example, he adds new elements to their imaginative play, moving his arms to 'make the roads bumpy' and saying that his arms are 'a motorway'. Children really enjoy this.

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

- The childminder knows children well. He works hard to build purposeful relationships with children and their families so he can meet their care and educational needs successfully. The childminder has set goals for every child and readily supports children to achieve as expected. Children learn from one another. However, at times the childminder asks younger children to complete tasks or answer questions more suited to their older peers. For instance, he asks the youngest children to count and identify colours in group activities. This is too challenging for their ages and stages of development.
- Children's communication and language skills are well supported. The childminder uses songs and nursery rhymes to introduce new words to children. This supports their growing vocabulary banks. Younger children begin to say new single words, partly due to the engaging activities planned by the childminder. He celebrates these developmental steps and children show pride in their own achievements. However, at times the childminder asks children lots of questions in quick succession without leaving them time to think and respond. This does not support their critical thinking skills.
- The childminder places importance on children's personal development. He provides healthy snacks and encourages children to drink water and to wash their hands before eating. Children show impressive levels of independence. For

instance, even the youngest children operate a water dispenser by themselves. They know when they are thirsty, fill their own cups and enjoy a cool drink. Older children follow expectations, such as sitting nicely for snack times. They know the boundaries expected of them and that these help them to stay safe.

- The childminder evaluates his own practice well. He is acutely aware of his strengths and areas for development. He actively seeks new training opportunities and is committed to constantly evolving and bettering his provision. Children benefit from this as the childminder uses his knowledge to provide a high quality of care and education for all.
- Children have impressive physical skills. They manipulate large play equipment, such as slides, with ease. The youngest children use both hands to hold on and concentrate while using the ladder. They beam with pride when they reach the top. Older children begin to use writing tools effectively as they draw and make marks on paper and in sand. These are useful skills for their upcoming transition to primary school.
- Children show that they feel secure in the childminder's presence. They happily greeted the inspector, and even the more reserved children invited her to join their play. This shows that children feel safe and settled with the childminder. The childminder has a real passion for his role. He is committed to helping children to thrive and achieve future success and self-assurance.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a sound understanding of his role and responsibilities. He recognises the signs and symptoms which may indicate a child is being neglected or abused. He knows the procedures he must follow should he have concerns about a child, or should an allegation be made against him or any member of his household. The childminder has paediatric first-aid training. This helps to equip him with the knowledge of how to respond should a child have an accident or fall unwell. The premises are secure. The childminder ensures entrances remain locked so he can monitor who has access to where children play. This helps to keep children safe.

What does the setting need to do to improve?

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

- consider more effective ways to ask children questions, allowing them time to process and respond, to support their critical thinking skills
- organise group activities more effectively to meet the individual needs and differing abilities of different-aged children.

Setting details

Unique reference number	2566342
Local authority	Rochdale
Inspection number	10239323
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 10
Total number of places	6
Number of children on roll	5
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2020 and lives in Heywood, Rochdale. He operates from Monday to Friday, from 6am until 6pm, all year round, except for bank holidays and family holidays. He works with his wife, who is also a registered childminder.

Information about this inspection

Inspector

Shauneen Wainwright

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 their evaluation of the childminder.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The childminder and the inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- The childminder provided the inspector with a sample of key documentation on request.
- A joint observation was conducted by the childminder and the inspector, who then evaluated practice together.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having 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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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