

Childminder report

Inspection date: 14 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

The childminder provides a warm and nurturing environment. Children are happy and enjoy a wonderful relationship with her. They settle quickly and show that they feel safe and ready to learn. Children make choices about what they want to play with and ask confidently for the toys that they want to use. They engage well in self-chosen activities and are motivated to learn. When building using blocks, children challenge themselves. They concentrate and enjoy watching the bricks getting further across the grass. Children are familiar with their surroundings and the routines of the day. Children move confidently between the playroom and the dining room for meals and snacks. Children enjoy an excellent range of activities that help them to make good progress in their learning and development.

Children receive praise for their successes and are encouraged to celebrate their achievements with friends. There is a high expectation for children to care for each other and to use appropriate manners. The childminder gently reminds them to be kind, share and take turns. Children respond well and they quickly realise they should not snatch toys from each other. The childminder has an obvious approach for encouraging kindness and respect. Children look to her for a cuddle and reassurance when they are tired. They benefit from the childminder's sensitive approach.

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

- The childminder plans activities based on children's starting points and interests. She knows children well and continually assesses their development. For example, children learn to name colours and numbers through water play, ball games and books. Older children draw with good pencil control. Younger children explore and begin to make marks on the paper. Although the childminder follows children's interests, she does not always fully consider children's next steps during planned activities. Consequently, not all learning builds on children's existing skills.
- The childminder supports children's mathematical development during play. For example, she helps children to count the bricks and sequence them next to each other to extend the size. However, at times, the childminder asks questions in quick succession, or is too quick to offer children suggestions or solutions. This does not help children to develop their own ideas and have time to think and solve problems for themselves.
- The childminder teaches children about being physically active and eating healthy foods. Children learn about good hygiene routines as the childminder regularly reminds them to wash their hands and wipe their noses. They sit at the table to eat and enjoy the social occasion. They smile as they see the fruit on offer at snack time, and babies eagerly point to their favourite option. Children

regularly drink water throughout the day. Consideration is given to children's individual preferences and dietary needs.

- The childminder regularly considers how she can improve her own knowledge. She undertakes research online. For example, she has accessed information on how to improve children's oral health. As a result of the training, she has thought carefully about the opportunities for children in these areas and has introduced regular toothbrushing at her setting.
- The childminder works effectively with parents. Daily verbal and written communication provides parents with information about their children's care and learning needs. As a result, parents say they know their child's current progress and next steps. Parents also inform the childminder about interests and activities from home. They say their children have made particular progress with their social and emotional skills since starting with the childminder.
- The childminder provides children with a wide variety of opportunities to develop their physical skills. Toddlers learn how to climb down the step to the outdoors confidently. Older children climb equipment and use slides in the spacious garden. Children practise balancing on bricks and rocking on coloured horses. This helps to develop their balance and coordination.

Safeguarding

The arrangements for safeguarding are effective.

The childminder refreshes her safeguarding training regularly to ensure her knowledge is kept up to date. She is very aware of her responsibilities to safeguard children. The childminder is able to identify what may give her cause for concern or indicate that a child is at risk of harm. She understands the local safeguarding partnership procedures to follow to raise a concern about a child. The childminder implements effective risk assessments to keep children safe in her home and while on outings. Age-appropriate explanations help to raise children's awareness of how they can help to keep themselves safe.

What does the setting need to do to improve?

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

- consider children's next steps more specifically when implementing activities so that they are supported to make the best possible progress
- allow children time to respond to questions, to problem-solve and develop their own ideas, to further challenge them in their thinking.

Setting details

Unique reference number	2576200
Local authority	Rochdale
Inspection number	10239517
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	6
Number of children on roll	7
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2020. She lives in Rochdale. She provides childcare each weekday from 7.30am to 5.30pm, all year round, except for family holidays. The childminder has an appropriate qualification at level 2. The childminder provides funded early education for two- and three-year-old children.

Information about this inspection

Inspector
Suzy Marsh

Inspection activities

- This was the first routine inspection the provider 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 provider.
- The inspector observed the quality of education being provided and assessed the impact these activities had on children's learning.
- The inspector looked at relevant documentation and evidence of the suitability of adults living on the premises.
- The inspector spoke to the childminder and the children at convenient times throughout the inspection.
- The inspector took account of the views of parents.
- The inspector discussed with the childminder how the curriculum is planned and implemented.

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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