

Childminder report

Inspection date:

2 November 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 very happy and safe in the care of the childminder and her assistants. The childminder uses first-hand experiences to help children learn about the world around them. Children enjoy going for walks and being out and about in the local community. For example, they see chickens at the local farm and then talk about the eggs in the shops which they eat. This helps children to make connections and build on their developing knowledge of the world. Younger children select books independently and bring them to the childminder to read. They cuddle up closely and read the book together. They name objects, trace letters and learn to say new words. Older children role play looking after dolls in the home area. They sing songs in soft voices and rock them gently to sleep.

The childminder has high expectations for children to be independent learners. They are encouraged to make their own dough together. They take turns mixing and stirring. They offer the spoon to their friends to take a turn without being asked. They make choices about how they play with it and further their learning. For example, they add objects, such as wooden people, numbers and conkers which they collected on their autumn walks.

Children behave well. The childminder and her assistants are committed to their shared vision of, 'guiding children through their big feelings.' They do this consistently, using their calm voices and providing clear explanations. They give children lots of positive praise for their sharing and patience.

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

- The childminder has a good knowledge of how children acquire language. She has organised her provision to ensure that there are plenty of opportunities to encourage speech. For example, the role-play area is set up with interesting 'real' resources such as metal goblets, butter dishes and telephones. Children read books and listen to stories every day. This supports them on their journey to becoming confident communicators from a young age.
- The childminder uses daily opportunities to promote mathematical thinking. For example, she asks questions such as, 'are there enough bowls for everyone?' This supports children to develop a real sense of number and talk about their mathematical ideas.
- The childminder plans transitions well with parents. Children settle in quickly and make a strong start. She is flexible and works closely with parents. She has systems in place to communicate with parents about their child's day, such as a daily diary and regular newsletters. This helps to support children at home and provides continuity for their learning.
- The childminder uses effective monitoring and assessment of children to identify

what they need to develop further. However, the childminder does not currently involve parents in this information process. For example, two-year-old assessments are reported to parents without their input. As a result, parents are not fully engaged in their child's learning.

- The childminder promotes a sense of belonging through self-registration and photos. Children see these images of themselves and feel valued. However, there are not enough planned opportunities reflecting a range of cultural backgrounds to help to prepare them well for life in modern Britain.
- The childminder and her assistants promote the good health of children. Children benefit from outdoor experiences in the fresh air and green spaces. They provide nutritious meals and healthy snacks. They work in partnership with the dental health team to support families with their oral health.
- The childminder is aware of the strengths and areas for development of her assistants. She is supportive of their training needs. She uses supervision to check in with them personally and professionally. This positive relationship is working well. The childminder has embedded her vision for achieving positive behaviour and supporting language development very well with her assistants.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a very good understanding of her role and responsibilities in the safe recruitment of new staff. The childminder and her assistants are aware of the signs and symptoms of abuse and know who to contact if they have concerns about a child's welfare. They know where to go for advice or support. They have robust risk assessments in place to keep children safe on the premises and when on outings. For example, when they go to collect children from school, walkers wear reflective jackets and hold on to the prams. Adults go through narrow alleyways first to check the area for hazards, such as broken glass.

What does the setting need to do to improve?

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

- review the information on the progress check for children aged between two and three years to ensure that it provides parents with a clear understanding of what children need to learn next and enables parents to input into the assessment
- explore ways of maximising opportunities to develop children's knowledge of other cultures, people and places to further support their understanding of diversity and inclusion in the world around them.

Setting details

Unique reference number	2591511
Local authority	Rochdale
Inspection number	10251250
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	18
Number of children on roll	15
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in August 2020. She lives in the Littleborough area of Rochdale. She provides childcare on Monday to Friday, all year round, except for family holidays. She holds an early years degree. The childminder works with two assistants. She provides funded early education places for two- and three-year-old children.

Information about this inspection

Inspector
Rachel McHugh

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 provider.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between the childminder and children.
- Parents shared their views of the setting with the inspector.

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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