

Childminder report

Inspection date: 23 March 2023

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 play happily at this calm, welcoming, home-from-home setting. The childminder provides a wide range of suitable resources. Children choose to play with dressing-up clothes. They concentrate well as they try to put costumes on independently. Children laugh as they realise that they have put both their legs in only one trouser hole. The childminder gives lots of encouragement as the children try again. Children smile proudly as they finally get the costume on correctly. They are building their confidence and resilience.

Outside, children use wheeled toys, expertly steering around objects. They have a wonderful time as they kick balls into a football net. Children talk about making their muscles stronger as they engage in physical play. They are beginning to develop their understanding of the importance of exercise and leading healthy lifestyles. Children fill several bowls with water. The childminder skilfully encourages children to think about which items will float and which will sink. She has high aspirations for the children. Children are motivated to learn. Older children show care for younger children, passing them toys and making sure everyone takes turns. Children behave well and learn how their behaviour affects others.

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

- Trips out are a regular activity. Children enjoy visits to the library, where they join in with story and rhyme times. They attend local toddler groups. These experiences help children to learn about the community they live in. Children look forward to meeting their friends. They learn to form friendships and to socialise in a larger group.
- Children's language and communication is supported well at the setting. The childminder joins children as they play and models language, introducing new words. For example, she uses words like 'hard', 'metal' and 'shiny.' Children learn new words, which helps them to extend their vocabulary.
- Generally, activities are planned, with a clear focus on what children need to learn next. For example, pre-school children engage well in a matching activity. They can match more numbers than they did on a previous occasion. They learn and make progress. However, on occasion, some activities are less clearly focused on children's next steps in learning. At these times, learning is more incidental, and children make less rapid progress.
- Overall, the childminder introduces activities, and children are eager to engage. For example, children gasp with excitement as the childminder slowly lifts the lid off a tray, and they see coloured rice underneath. However, younger children sometimes lose interest quickly. They wander between activities without settling to play. The childminder does not consistently encourage them to focus on an activity in order to develop their concentration in preparation for future

learning.

- Children develop their independence well. They carry plates of food to the table and, where appropriate, they cut their own food. The childminder carefully selects equipment, considering what is safe and appropriate for each child. She watches them closely. Children talk about having to be careful of the 'sharp end'. Older children are proud of their progress. They comment that they have 'learned to be bigger'. Children learn to use equipment safely. They develop an awareness of their own abilities and how to manage their own risk.
- Strong and loving bonds are developed between the childminder and the children in her care. Older children copy the behaviours she demonstrates. For example, they help the younger children to find their shoes and to fasten their coat. Children develop their identity within the group. They show care and concern for others.
- Parent partnerships are well established. The childminder and parents work together on supporting children to achieve their targets. For example, parents use the activity bags and story sacks that the childminder prepares to help to continue children's learning at home. Parents comment that their children develop in 'leaps and bounds'.
- The childminder keeps her professional knowledge current. She accesses regular webinars and support from the local authority to develop her practice. The childminder uses self-evaluation to help her to identify areas of development for her setting. She is currently focusing on ways to further enhance the outdoor provision for children who prefer to learn outdoors.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is aware of her role and responsibilities to safeguard children. She is aware of the signs and symptoms of abuse and knows what to do should she be concerned about the welfare of a child. The childminder keeps her knowledge of safeguarding current by attending regular child protection training. The provision is safe and secure. Indoor and outdoor play areas are well maintained. The childminder holds a current paediatric first-aid certificate and knows how to administer first aid in the event of an emergency.

What does the setting need to do to improve?

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

- consistently focus on the next steps in children's learning when planning and providing activities so that all children make continued good progress
- consider strategies to encourage younger children to remain engaged in activities so that they develop their concentration and interest in learning even further.

Setting details

Unique reference number	2619831
Local authority	Rochdale
Inspection number	10280865
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	3
Number of children on roll	3
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2021 and lives in Rochdale, Greater Manchester. She operates all year round, from 8am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a relevant qualification at level 3. The childminder offers funded places for two-, three- and four-year-old children.

Information about this inspection

Inspector

Lynn Richards

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 discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- The childminder spoke to the inspector about children's learning and development, with a particular focus on communication and language.
- 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 childminder provided the inspector with a sample of key documentation on request.
- The inspector viewed information from parents and took account of their views.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2023