

Childminder report

Inspection date: 27 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 develop warm relationships with the childminder. They benefit from nurturing interactions throughout the day. When children have their nappies changed, they giggle as the childminder sings to them. All children receive frequent cuddles and encouragement throughout the day. They demonstrate that they feel secure and comfortable. For example, babies snuggle up with the childminder and smile as she points to their nose, eyes and mouth.

Children display positive attitudes to learning. The childminder plans engaging activities to build on children's interests and to extend their knowledge. Children are keen to be part of all of the activities that the childminder provides. They go on a 'dinosaur hunt' in the garden to find 'big dinosaurs'. They excitedly roll and squeeze dough to make 'dinosaurs' and practise their mark-making skills as they draw around the toy dinosaur's feet with crayons. These fun experiences spark curiosity and support all children to make progress with their learning.

Children demonstrate caring behaviours towards the childminder and each other. They gently brush the childminder's hair. As children play with baby dolls, they gently kiss them on the head before they put them down. Children work together to build towers with blocks. They are learning to be kind and caring.

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

- Children are keen to do things for themselves, and the childminder encourages them to make independent choices. They eagerly help to clean the table before mealtimes. They follow good hygiene practices as they wash their hands independently throughout the day. Children learn to be independent and gain confidence in their self-care skills.
- The childminder promotes healthy lifestyles. Children smile with excitement as they see strawberries at snack time. As children drink, the childminder discusses the importance of drinking water and the benefits it has on their bodies. Children spend lots of time being active in the outdoors, playing in the fresh air. They are developing a positive attitude towards making healthy lifestyle choices.
- The childminder uses opportunities as children play to encourage them to develop an understanding of number and size. As children stack blocks, the childminder counts and introduces words such as 'tall', 'long' and 'short'. As children find different-sized dinosaurs in water, she talks about them being 'gigantic' or 'tiny'. As children roll dough, they talk about it getting bigger as they add more dough. Children demonstrate a good understanding of early mathematical concepts.
- The childminder uses feedback from parents, other childminders and external agencies to improve her practice. However, the childminder's own evaluations

are not always thorough enough to identify and address minor weaknesses in practice. For example, occasionally, the childminder does not model the correct pronunciation of words as she interacts with children.

- Overall, children respond well to the expectations of the childminder. However, at times, the childminder does not support children effectively to understand these expectations. For example, activities are provided at a table that children struggle to reach, and this results in them having to kneel up or stand on chairs. Furthermore, on occasions, the childminder gives instructions that children struggle to understand due to their stage of development. This does not consistently support children to respond to requests from the childminder and follow the expectations.
- Parents are very complimentary about the childminder. They value the regular communication they receive about their children's development. Parents state that their children enjoy attending so much that they clap as they arrive outside. Parents have seen progress with their children's confidence since they have started.
- The childminder has experience of supporting children with special educational needs and/or disabilities (SEND). She understands how to identify any possible delays in children's development and how to make referrals to relevant professionals. Parents of children with SEND describe the childminder as 'kind hearted' and state that she goes above and beyond to ensure children are supported. All children, including children with SEND make good progress from their starting points.

Safeguarding

The arrangements for safeguarding are effective.

The childminder demonstrates a commitment to safeguarding children. She accesses regular training to ensure that her knowledge is current. The childminder demonstrates a thorough understanding of the signs and symptoms of abuse. She is aware of the procedures to follow should she have any concerns about a child's welfare or in the event of any allegations being made against herself. Regular risk assessments take place to ensure the premises are safe for children. The childminder is passionate about multi-agency working to help children and their families gain the support they need.

What does the setting need to do to improve?

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

- strengthen self-evaluation to enable minor inconsistencies in practice to be identified and responded to
- enhance the systems that are in place to help children to develop a clear understanding of expectations for their behaviour.

Setting details

Unique reference number	2701444
Local authority	Rochdale
Inspection number	10270273
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	6
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2022 and operates in the Middleton area of Manchester. She operates from 7.30am to 6pm, Monday to Friday, all year round, apart from bank holidays and family holidays. The childminder holds a suitable childcare qualification.

Information about this inspection

Inspector
Rebecca Weston

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 childminder showed the inspector the premises and discussed how they ensure they are safe and suitable.
- The inspector observed the interactions between the childminder and children.
- 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 inspector carried out a joint observations of a group activity with the childminder.
- Parents shared their views of the childminder with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.

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

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