

Childminder report

Inspection date: 18 September 2024

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 has a good understanding of how children learn. She has high expectations for children and of the quality of teaching she provides. She understands the positive impact this has on children's progress. The childminder provides a broad range of learning experiences which motivate and engage children to learn. For example, they discover how they can push buttons on electronic toys. They notice how their actions can produce intriguing results, such as sounds and lights.

Children benefit from the childminder's kind, caring and attentive nature. She has a good understanding of how to promote children's care needs. Children develop strong bonds with the childminder and form close attachments to her. This helps children to feel safe and secure.

The childminder places a strong focus on building children's social skills to support their good behaviour and positive attitudes to learning. She treats children with kindness and respect and helps them to learn about respecting and valuing the differing needs of their friends. This helps children to learn skills that help contribute to their readiness for their next stage in learning, including school.

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

- The childminder is kind and sensitive to children's needs. She quickly notices when children are tired or hungry and responds quickly to their individual needs. Care routines are implemented well. The childminder helps children to settle quickly and feel secure. This promotes their emotional well-being effectively.
- The childminder works closely with parents to help support children's ongoing care and learning. The childminder provides regular updates about children's progress. This keeps parents informed of their children's key achievements.
- The childminder encourages children's urge to explore. She organises her environment to meet the needs of the differing ages of children. The childminder enhances activities to broaden children's mathematical learning during sensory play. For example, she encourages children to count candles on the birthday cakes they make with dough. This promotes their individual interests and learning.
- The childminder places a strong focus on building children's communication and language skills. She models new words to children. Children talk to each other as they play. This helps to promote children's understanding of language and encourages them to develop good communication skills.
- The childminder makes attempts to establish partnerships with other settings that children attend. However, she has not fully developed information-sharing to support children's learning and development as fully as possible. This means that

the childminder does not get to know the children as well as she could do when they first start.

- The childminder plans a suitable range of activities that support children's learning. However, she does not always focus precisely on what she wants the children to learn. This means that the learning intention is not always fully explored.
- The childminder reflects on her practice and evaluates the effectiveness of her provision. She makes plans to improve her setting for the benefit of the children in her care. She meets with other childminders to share good practice and to develop her knowledge and skills. This helps to contribute to the good learning environment that children benefit from and their ongoing good progress.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- strengthen partnerships with other early years settings that children attend, to provide support for children's learning and development when they first start
- focus teaching more precisely on the intended skills children are to learn during planned activities.

Setting details

Unique reference number	2721150
Local authority	Rochdale
Inspection number	10363154
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	6
Number of children on roll	3
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2023 and lives in Manchester. She operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays.

Information about this inspection

Inspector

Emma Barrow

Inspection activities

- The childminder discussed her curriculum, children's learning and how she plans for children's progress with the inspector.
- The inspector spoke to the childminder and children at convenient times during the inspection.
- The inspector observed the quality of teaching and assessed the impact this has on children's learning with the childminder.
- The childminder shared parents' views on her setting, which the inspector took account of during the inspection.
- The childminder discussed her self-evaluation and how she drives ongoing improvement in her setting.
- The childminder's documentation was available to view, including training, qualifications and suitability checks.

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 2024