

Childminder report

Inspection date:

24 November 2022

Overall effectiveness	Good
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The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision is good

Children develop strong and trusting relationships with the childminder. Children behave well and show they feel safe as they come to her for comfort and reassurance. They are happy and settled in the childminder's home. The childminder offers a warm environment with plenty of space, where children can independently choose toys and activities of interest. The childminder understands how to support children of different ages and stages of development. She considers children's individual needs and how she can best support each child to make good progress. Furthermore the childminder listens carefully to children and takes account of their interests to help motivate and engage their learning. Children have access to lots of countryside and natural areas of interest, where they can explore and play. The childminder makes very good use of her local area to support children's learning and understanding of the world.

Children develop confidence in their speaking skills as the childminder talks to them and provides new language. She is attentive when the youngest children talk, and uses simple conversation to help them attempt new words. Children play alongside the childminder with zoo animal figures. They attempt different words and the childminder models words for very young children, such as 'animals'. This helps to give context to children's learning.

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

- The childminder knows children very well. She makes effective use of her observations, assessments and discussions with parents to track each child's progress. The childminder quickly identifies gaps in children's development and works on next steps in learning to narrow these gaps and help children make good progress.
- The childminder monitors children's progress rigorously and identifies any emerging gaps in their knowledge or skills. She plans how she can support children to make good progress. For example, she considers how she can provide children with opportunities to socialise. The childminder takes children to groups at the library and community centres, where they have opportunities to mix with larger groups of children.
- Parents write positively about the childminder and the care she provides. The childminder collects information from parents when their children first start at the setting. She finds out about children's interests, current levels of development and their routines. The childminder works with parents to encourage children in their self-help skills. For example, she shares how she sequences learning, shares books, introduces role play ideas and models language to parents.
- The childminder joins children in their play. For example, children learn to count

and identify colours while completing puzzles. The childminder encourages development of children's hand-to-eye coordination and small-muscle skills, which are strengthened through fun activities. For example, children skilfully use tweezers to pick up pasta which is hidden in shaving foam. This helps to prepare children for early writing.

- The childminder helps children to adopt a healthy lifestyle. She teaches them about good oral health. For example, the children use role-play resources to learn about the importance of toothbrushing. The childminder shares books and songs, which encourages children to learn about keeping teeth clean and different types of healthy food. Children respond well to this and demonstrate brushing teeth in their play.
- Children follow a routine that meets their needs. The childminder is responsive to young children's changing behaviours and adapts routines. She uses her experience to provide knowledge to parents on topics, such as on sleep and rest. For example, she shares advice to parents about toddler sleep routines and makes changes to naps during the day. This helps to ensure that children are well rested and ready for learning.
- The childminder reflects on her provision. She has a wide range of resources, rotates toys to maintain children's interest and purchases new equipment. The childminder meets with other childminders regularly to share ideas and keep up to date with any changes to legislation. She seeks feedback from parents to help her make improvements.
- The childminder ensures she attends all mandatory training and conducts some research to keep her knowledge up to date. However, she does not always focus her continuous professional development sharply enough on further extending her professional skills to the highest level.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is able to identify the signs and symptoms that may suggest a child is at risk of harm, abuse or radicalisation. The childminder is confident and knowledgeable about the procedures to follow and which agency to contact should she have concerns. She completes regular training to ensure she has a broad knowledge of safeguarding. Children are well supervised. The home is regularly risk assessed and maintained to a high standard. The childminder completes risk assessments when visiting the local area to ensure children are as safe as possible.

What does the setting need to do to improve?

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

- focus continuous professional development more sharply on extending skills even further to provide the highest standard of education.

Setting details

Unique reference number	308606
Local authority	Lancashire
Inspection number	10234487
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	6
Number of children on roll	5
Date of previous inspection	24 January 2017

Information about this early years setting

The childminder registered in 1997 and lives in Whitworth, Rochdale. She operates all year round, from 7.15am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3.

Information about this inspection

Inspector

Stacey Wendrenski

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 setting.
- The childminder showed the inspector the premises and discussed how they ensure these are safe and suitable.
- 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, both 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.
- 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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