

Childminder report

Inspection date: 12 December 2024

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Met
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What is it like to attend this early years setting?

The provision is good

Children are happy to attend this high energy and nurturing setting. They wait at the door to greet visitors with confidence and curiosity. The childminder uses daily routines to provide opportunities for children to practise skills repeatedly. They use safety knives with skill to chop their own fruit in preparation for snack. They concentrate on the task, demonstrating their knowledge of how to do this safely and effectively. The childminder supports the development of children's physical and language skills well. For example, children are adept at using tools, such as scissors, cutters and stamps. They develop strong hand and finger muscles as they stamp impressions of Christmas baubles and camels into the dough. The childminder reminds children of these new words and encourages them to remember and repeat them when they see baubles in books and on the Christmas tree.

Young children try on Santa hats and explore musical Christmas-themed toys. They laugh and giggle as they pull the hat over their faces. They dance to the music spontaneously, demonstrating that they feel safe, happy and are enjoying their time with the childminder. The childminder has high expectations for children's learning and behaviour. Children listen and respond well to her instructions, despite their young age. Children enjoy the responsibility of tidying up. They see the task through to the end, showing their determination and sense of pride in doing a good job. They receive lots of warm praise from the childminder for their efforts.

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

- Overall, the childminder uses assessment information effectively to help children build on what they know and can do. She gathers information from parents about children's starting points when they first start. She builds on this picture and shares progress updates with parents regularly. She works in partnership with them to support children's progress across the prime areas.
- Books, songs and stories are well used to promote a love of reading and language development. Children enjoy cuddling up and sharing books with the childminder. They request their favourites and ask her to read to them. The childminder points out new words. She repeats the words, modelling the accurate pronunciation. Children are supported well to speak more clearly and build their vocabulary.
- The childminder supports children's thinking skills. She encourages children to do things for themselves, such as exploring how to make toys work. For example, younger children refuse help from the childminder to open a till. They are determined to solve the problem independently. Children persevere for a long time, concentrating on the task. When they succeed, they are rewarded with praise from the childminder. This experience helps children to respond

positively to challenges in their future learning.

- The childminder promotes children's personal development. For example, children are beginning to learn about the importance of recycling and helping the environment. They know they must put the food waste in a special bag and know which bin it goes into. This helps them to develop an early awareness of the world around them and make a positive contribution to society.
- The childminder has effective practices in place which promote good health and hygiene. Children know how to blow their nose and wash their hands properly in preparation for mealtimes and following activities. The childminder provides a range of healthy, nutritious snacks and meals which children enjoy. Children know they can drink their water if they are thirsty. This supports children to learn the importance of healthy lifestyles.
- The childminder demonstrates her commitment to maintaining her professional development. She has completed recent training across a range of areas, including safeguarding, first aid and information and record-keeping. However, she does not always target professional development precisely enough to strengthen her curriculum. As a result, children do not always consistently build on secure foundations before moving on to new learning.
- Parents are very happy with the care of the childminder. They appreciate the range of activities, particularly the regular outings to exciting new places. Additionally, the childminder provides transition support for children who attend term time only. They meet during the holidays to keep in touch. Parents appreciate this flexibility and emotional support when children return following a long summer break.

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:

- target professional development more precisely to consistently identify the appropriate next steps in learning which will support children to build securely on what they already know and can do.

Setting details

Unique reference number	316059
Local authority	Rochdale
Inspection number	10363889
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	3
Date of previous inspection	15 January 2019

Information about this early years setting

The childminder registered in 1996 and lives in Rochdale. She operates all year round, from 7am to 5pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3.

Information about this inspection

Inspector
Rachel McHugh

Inspection activities

- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their curriculum.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between the childminder and the children.
- The inspector took account of the views of parents.
- The inspector and the childminder carried out a joint observation and discussed their evaluations.

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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