

Childminder report

Inspection date: 10 February 2020

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision is outstanding

The childminder has created a warm and friendly environment, with a strong family ethos. She refers to herself as a 'home from home' childminder, and this is indeed the type of provision she offers. Children's individual care and learning needs are at the centre of all she does. The childminder works very closely with an experienced assistant and they have high expectations for every child in their care. The childminder has a very calm and relaxed manner and, as a result, children settle quickly.

Children are extremely happy and settled in the setting. For example, they eagerly take the inspector on a tour of the setting and share that 'this is our bathroom' and 'this is where we can have a sleep'. Children see themselves as very much part of the family.

Children's behaviour is superb. They listen carefully to the childminder and show enthusiasm and high levels of independence when taking part in tasks. For example, children as young as two years of age use a tissue to wipe their own nose, place it in a bin and then put anti-bacterial hand gel on their hands. At snack time children use a knife to spread butter onto warm toast, exhibiting high levels of concentration. Children demonstrate that they feel safe and secure.

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

- The childminder is very clear on the intent of the curriculum she offers. She follows children's interests, provides an imaginative environment and supports children to learn through meaningful experiences. She constantly evaluates how she can develop the environment to support children's learning. She has recently introduced objects from real life, which has further ignited children's creativity and imagination.
- The childminder is a superb teacher and is extremely skilful at identifying key moments that she can guide children in their learning. She introduces a wide range of vocabulary to children. For example, when talking with children, she uses words such as remarkable, amazing and superb. She is very adept at adapting her language to support different stages of development. For example, when a child is unfamiliar with an object, she prompts them to think about similarities and differences. This helps children to recap prior learning.
- Care practices are excellent, which significantly impacts on children's confidence and self-esteem. Children as young as three years of age are able to identify initial letters of their name and write them independently. Children show high levels of perseverance. For example, they concentrate for a long time as they peel the backing paper from a sticker before announcing triumphantly 'I did it!'
- The childminder works very closely with parents and is pro-active in seeking

their views to develop her provision. For example, she has recently reviewed the way she supports home learning due to a question posed by a parent. Parents are fully immersed in their child's learning and processes of assessment. Parents are extremely complimentary. For example, they comment, 'I literally can't fault anything, our child is very very happy' and 'I couldn't ask for a better childminder'.

- Children's behaviour is managed exceptionally well. The childminder is consistent in her approach and has clear boundaries in place. She helps children to think about the impact of their behaviour on others and consider a resolution. For example, when children start to argue, she encourages children to work together as partners. The childminder is excellent at helping children to express and manage their feelings and behaviour. Children listen carefully and exhibit high levels of respect.
- The childminder has forged close partnerships with a wide range of other professionals. She operates a local playgroup with a group of other childminders. This gives the opportunity to share good practice. As children prepare to leave for school the childminder makes appointments with teachers. She shares information about children's progress and how each child likes to learn as a unique individual.
- Children learn about the wider world through meaningful experiences. For example, they take part in risk assessments and identify toys that are broken. Children then visit the local refuse centre where they learn about recycling. This interest extends into learning at home as children talk with parents about recycling at their home. Children are in the community every day. For example, they feed animals at a local farm and visit a soft play centre where they meet with a wider group of friends.

Safeguarding

The arrangements for safeguarding are effective.

The childminder demonstrates a thorough knowledge of effective safeguarding practice. She receives regular updates from safeguarding professionals and attends consistent training to deepen her knowledge. For example, she has recently attended training on child sexual exploitation. The childminder understands her professional duty and has implemented thorough procedures that she would follow if she had concerns about a child's welfare. The childminder is knowledgeable on wider aspects of safeguarding, such as the 'Prevent' duty. The childminder encourages children to think about their own safety. For example, she encourages children to assess and make judgements about risk as they explore larger pieces of play equipment at the local park.

Setting details

Unique reference number	316073
Local authority	Rochdale
Inspection number	10071148
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 10
Total number of places	12
Number of children on roll	10
Date of previous inspection	24 April 2015

Information about this early years setting

The childminder registered in 1999 and lives in Heywood. She operates all year round, from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder has a level 3 qualification. The childminder works alongside an assistant.

Information about this inspection

Inspector

Elisia Lee

Inspection activities

- The inspector observed the quality of education during activities and assessed the impact this has on children's learning.
- The inspector spoke with children and the childminder during the inspection.
- A joint observation was completed by the inspector and the childminder.
- As part of deeper discussion, the inspector spoke with the childminder on the ethos of her setting and how she implements her curriculum.
- The inspector scrutinised a sample of documents. These included policies and procedures, training records and the suitability of the assistant.
- The inspector looked at written comments of parents to take 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.

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