

# Childminder report

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Inspection date: 31 October 2019

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| <b>Overall effectiveness</b> | <b>Outstanding</b> |
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| The quality of education | <b>Outstanding</b> |
|--------------------------|--------------------|

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| Behaviour and attitudes | <b>Outstanding</b> |
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|----------------------|--------------------|
| Personal development | <b>Outstanding</b> |
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|---------------------------|--------------------|
| Leadership and management | <b>Outstanding</b> |
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|----------------------------------------------|-------------|
| Overall effectiveness at previous inspection | Outstanding |
|----------------------------------------------|-------------|

## What is it like to attend this early years setting?

### The provision is outstanding

The childminder expertly understands how young children learn, and uses this knowledge to design a challenging, stimulating and exciting curriculum. Children thrive in this environment, captivated by the array of resources and activities on offer. For instance, children are enthralled and eager as they search outside for ingredients to make a 'potion'. They delight in smelling and feeling natural objects and comparing their shapes and textures, ready to brew in their cauldrons.

The childminder is passionate about supporting children to develop a sense of belonging. She strives to create a unique environment for each child attending the setting. For example, she assigns them their own bedroom, so they always sleep in the same, comfortable and familiar room. She cements this approach further by giving each child items in the same colour, such as a blue face cloth, towel, bottle, cup and plate. Children always know which items are theirs. The childminder encourages this in order to reinforce children's emotional well-being and security in her home. She explains that this helps her to build strong, meaningful key-person relationships.

The childminder earnestly respects children and the choices they make. She is an excellent role model and this reflects in children's behaviour. They have impeccable manners and show genuine compassion, respect and consideration to their peers.

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

- The childminder is passionate about equipping children to help them protect themselves. This includes teaching children about safe internet use, taking safe risks in play and road safety. The childminder ensures this knowledge is deep and embedded by incorporating children's favourite fairy tales. For example, children discuss safe and unsafe secrets, and the dangers of unknown adults through 'Little Red Riding Hood'. They show impressive maturity as they bring this knowledge into their play, warning friends to 'stay safe'.
- The childminder vigorously pursues new courses, knowledge and training opportunities. She enthusiastically explores new developments in early years and feels she should 'never stop learning'. This means the already very high quality of teaching children experience is continuously improving and evolving. As a result, all children make excellent progress from their starting points.
- Children feel safe and secure in this warm and welcoming setting. They cherish spending time with the childminder and eagerly invite her into their play. For instance, children encourage the childminder to sit in a tepee with them and read stories out loud to her. They mimic her teaching methods as they point out key characters and pictures within the book. The childminder plays along well, asking questions and giving opinions, which only heightens children's enjoyment

further.

- The childminder uses her expert knowledge and curriculum to skilfully challenge all children. She encourages children to consider their own levels of difficulty when accessing activities. For example, she organises resources in such a way that children can move along to more challenging options when they feel confident and ready. Furthermore, she builds upon embedded and familiar activities to ensure that they always pose new learning opportunities, despite being part of the daily routine.
- Children learn about the world and where they live extremely well in this setting. The childminder uses familiar local landmarks, maps and visual aids to help children to understand where they are situated within the United Kingdom. As a result, children show an impressive understanding of the world they live in. For instance, children explain that Wales has a dragon on the flag and say that some children's relatives live in Scotland, which is 'up at the top, five hours away'.
- Parents value the childminder. They especially appreciate her nurturing approach and depth of knowledge. The childminder works very well in conjunction with parents, encouraging them to become actively involved in their child's development. For example, the childminder sends home story bags every month. These bags contain a variety of interactive resources, activities and stories for parents to enjoy with their children. Parents have reported that due to the fun, captivating contents, they now rely more on the story bags than 'unnecessary screen time' when enjoying family meals and outings.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has robust safeguarding and child protection knowledge. She confidently understands her responsibilities to help keep children safe. This includes what actions to take if an allegation is made against a member of her household. The childminder actively strives to keep her knowledge current and fresh. For example, she has created a large hub of information within her setting so she can quickly check the steps to take should she have concerns about the welfare of a child. Furthermore, the childminder completes daily risk assessments in order to minimise the risk of harm to children within her setting.

## Setting details

|                                    |                                                                                   |
|------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>     | 316076                                                                            |
| <b>Local authority</b>             | Rochdale                                                                          |
| <b>Inspection number</b>           | 10109630                                                                          |
| <b>Type of provision</b>           | Childminder                                                                       |
| <b>Registers</b>                   | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Day care type</b>               | Childminder                                                                       |
| <b>Age range of children</b>       | 0 to 11                                                                           |
| <b>Total number of places</b>      | 6                                                                                 |
| <b>Number of children on roll</b>  | 7                                                                                 |
| <b>Date of previous inspection</b> | 20 November 2014                                                                  |

## Information about this early years setting

The childminder registered in 1994 and lives in the Littleborough area of Rochdale. She works alongside her mother, who is also a registered childminder. The childminder operates during term time from 7.30am to 6pm, Monday to Friday. She provides funded early education for two-, three- and four-year-old children. The childminder holds early years professional status, and her co-childminder has an appropriate qualification at level 3.

## Information about this inspection

### Inspector

Shauneen Wainwright

### Inspection activities

- The childminder and the inspector discussed the quality of the curriculum during a learning walk.
- A joint observation was conducted by the childminder and the inspector, in order to evaluate the childminder's quality of teaching.
- Parents and professionals provided the inspector with feedback about their experiences of the setting.
- The inspector held leadership and management discussions with the childminder throughout the inspection.
- The inspector observed the quality of teaching during activities delivered indoors and outdoors.

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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