

Childminder report

Inspection date: 28 April 2023

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

The provision is good

Children are happy and safe in the care of this childminder. They separate easily from parents on arrival and settle quickly to play. Children are able to select from a range of resources, enabling them to take the lead in their own learning. They become engrossed in their play and engage well with their peers. Children independently access books. They recall the key events in the story and talk about the characters. Children model reading books to their peers and the dolls. They sit close, showing the pictures in the book. They talk gently to the doll, patting its head as they read stories.

Children learn respect and manners. They learn how to share and take turns in games and with the equipment. Children learn about different roles and occupations through their play. For example, they explore the role of the doctor in keeping people safe. They use the stethoscope to listen to each other's heartbeats. Children learn to be independent. They learn how to clean their hands before meals and after blowing their noses or using the toilet. Children follow the routines of the setting, which helps them to know what is coming next. They anticipate snack and mealtimes and know when it is time for story.

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

- The childminder has in place a curriculum to support all areas of learning. She follows children's interests and supports them to reach developmental milestones. The childminder uses this information and other information gathered on entry to plan age-appropriate activities. This helps to sustain children's engagement in activities to move their learning forward.
- The childminder plans activities and experiences to support children's future learning. For example, children who are getting ready to start school practise mark making in preparation for writing. This is one way in which the childminder helps to prepare children for the next stage in their learning.
- The childminder uses trackers to check children's learning. She uses these to ensure they are making progress or to identify any areas of concern. The childminder knows the children well. On the whole, she modifies her activities to support their individual learning. This helps children to make progress regardless of their starting points.
- The childminder interacts well with the children. She introduces new vocabulary such as 'stethoscope' and 'thermometer' into their play. The childminder asks the children lots of questions about their play. However, this can sometimes be overwhelming and ineffective. As a result, children do not always have the opportunity to extend their own play and take their learning to the next level.
- The childminder provides a variety of books for children to explore independently. She utilises daily story time sessions to share stories with

children. The childminder uses different voices to represent the main characters. However, sometimes, the childminder does not fully consider the varying needs of the children when planning effective story sessions. This means that some children can become less engaged and distract their peers.

- The childminder raises children's awareness of cultures and festivals that are important to them and their peers. They recently celebrated St. George's Day, where they shared the story of St. George and the Dragon. Children made shields out of modelling materials and re-enacted the story with their friends. Children visit the park to play football and go to visit the ponies at the farm nearby. This encourages children to learn about their place in the local community and raises their awareness of the wider world.
- The childminder works closely with parents throughout their child's journey. She meets with them before starting to gather information on their starting points, interests, likes and dislikes. The childminder keeps parents informed of their child's learning, sharing their achievements and the next steps in their learning. She provides support when requested about toilet training and behaviour management, and supports parents to make referrals to other agencies where necessary. This helps to provide consistency in children's learning and development.
- The childminder and her assistants have high expectations for children's behaviour. They work closely together to ensure a consistent approach to behaviour management. They encourage children to share, take turns and develop respect towards other people. This helps children to develop the social skills they need to be caring individuals.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good knowledge and understanding of safeguarding legislation and knows her responsibilities in keeping children safe. She ensures her assistants have a good knowledge of her safeguarding policies and procedures and know who to go to if they have concerns. The childminder has a fully-equipped first-aid box in place and holds a paediatric first-aid certificate. She keeps a record of any accidents or incidents that arise while the children are in her care and deals with them effectively.

What does the setting need to do to improve?

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

- strengthen the use of effective questioning skills to further enhance children's learning through play
- consider the organisation of story time so children of all ages remain engaged and actively involved.

Setting details

Unique reference number	EY288742
Local authority	Rochdale
Inspection number	10263536
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 9
Total number of places	6
Number of children on roll	13
Date of previous inspection	4 May 2017

Information about this early years setting

The childminder was registered in 2004. She lives in the Middleton area of Manchester. The childminder operates all year round from 7.30am to 6pm, Monday to Friday, except bank holidays and family holidays. The childminder holds a relevant qualification at level 3. The childminder works with an assistant.

Information about this inspection

Inspector

Michelle Highcock

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 provider.
- The childminder showed the inspector the premises and discussed how they ensure they are safe and suitable.
- The inspector observed the quality of education being provided, 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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