

Childminder report

Inspection date: 8 May 2025

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 confident and have loving bonds with the childminder. She helps them understand their emotions and embeds clear boundaries for them to follow. This helps them feel secure and they behave well. The childminder involves all children in the activities she plans, adapting her teaching styles to suit their needs. As a result, children remain engaged and interested in their play. They particularly enjoy interacting with The Very Hungry Caterpillar book as they use props to retell the story. The childminder reinforces clear sounds in words when speaking to the children to help improve their communication skills.

The childminder often takes children on walks and visits the park. She helps children learn valuable safety skills such as crossing the road and walking as a group. The childminder uses learning from these trips to plan activities in the home, and to continue children's learning. For example, children use their mathematical knowledge to find numbers on doors and lampposts and they gather flowers to look at through magnifying glasses. The childminder encourages children to eat a range of fruit and healthy snacks and children know to wash their hands and face at mealtimes. This helps develop their understanding of a healthy lifestyle.

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

- The childminder has a good oversight of her skills and practice. She actively seeks new training to complete, that will help develop her knowledge, in order to meet children's emerging needs. For example, she has enhanced her skills for supporting communication and language, as she found this to be an area of focus for some children in her care. Additionally, she works with other childminders and the local authority to continually improve her setting and the service she provides for children and their families.
- Children are kind and respectful of each other and value their friend's feelings. The childminder regularly takes children into the local community to integrate with other children. She provides specific activities to help children learn about different cultures or traditions, such as VE day and Chinese New Year. However, the childminder has not fully considered how she can further support children to gain an awareness of diversity and difference through everyday play and experiences.
- The childminder works effectively with parents. She regularly shares information to help keep them informed and involved in their children's learning and development. However, partnerships with other settings that children attend are less well established to help support a consistent and complementary approach to children's learning.
- Children are closely tracked to monitor their progress. The childminder is confident to highlight any gaps in learning and swiftly responds to these. She

works closely with a range of support services, developing strategies that help children catch up and keep up with their peers.

- The childminder encourages children to be independent. They blow their own noses and put their shoes in the shoe box when they arrive. Additionally, children help tidy up and are learning to carefully place items back where they belong. The childminder helps children understand rules and they follow her instructions with ease. Children eagerly await the next task the childminder has to offer them.
- Children use a range of mathematical concepts during their play. The childminder teaches them how to count objects and compare sizes. Children enjoy counting their banana at snack time and they describe the shape of their toast. Additionally, children compare their ages and know that three is one more than two.
- The childminder plans an ambitious and broad curriculum that helps sequence children's learning from the start. She uses themes throughout the year to give her ideas for new and exciting activities for children to enjoy. This helps her widen children's understanding of the world as well as give her a foundation to build on children's knowledge. The childminder uses good teaching skills to help children slowly build new knowledge and remember what is being taught to them.
- The childminder helps children use their imagination skills during play. Children delight as they move around the room pretending to be different animals from a story. The childminder encourages them to think about the different ways they can move their bodies and make animal noises. This helps children use their creative thinking skills and develop core physical strength as they control their bodies.

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:

- broaden children's awareness of diversity beyond their immediate community even further
- strengthen arrangements to share information with other settings that children attend to promote a consistent and complementary approach to their learning.

Setting details

Unique reference number	EY292743
Local authority	Rochdale
Inspection number	10402540
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	2 to 9
Total number of places	6
Number of children on roll	13
Date of previous inspection	27 August 2019

Information about this early years setting

The childminder registered in 2004 and lives in Littleborough, Rochdale. She operates all year round, from 7am to 5.30pm on 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 Waterhouse

Inspection activities

- The childminder and the inspector discussed how the childminder organises her early years provision, including the aims and rationale for her early years foundation stage curriculum.
- The children spoke to the inspector during the inspection.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The inspector observed the quality of education being provided and assessed the impact that this is having on the children's learning.
- Parents shared their views with the inspector.
- The childminder and the inspector carried out a joint observation of a story-time activity.

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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