

Childminder report

Inspection date: 21 January 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 thrive in this warm and nurturing environment. The childminder forms warm relationships with children. She interacts with children in calm, engaging tones. This helps children to feel safe and secure in the setting. Children can express their preferences and know that they will be listened to. For example, they confidently express they would prefer to play with magnetic shapes rather than painting. This supports children's well-being and helps them to grow into unique individuals. Children have their own views and ideas. The childminder has a flexible but structured daily timetable. Children have opportunities to take part in planned activities as well as free play.

Children's communication and language skills are at the heart of the setting. The childminder places the development of children's love of rhymes, songs and books at the heart of their learning. She helps children to learn a wide range of action songs and stories and reads with clarity and engagement. Children love, for example, flapping their arms and standing on one leg as they act out the story of a flamingo.

The childminder has high expectations of children's behaviour. She promotes the use of good manners and positive behaviour, offering praise and encouragement. There are clear rules and boundaries in place and, as a result, children's behaviour is good. Children share and take turns with toys, playing happily alongside each other.

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

- The childminder gains information from parents about their child's prior experiences when children start to attend. She carries out regular assessments to monitor children's progress. The childminder plans children's next steps in learning precisely to help to close any emerging gaps.
- Overall, the childminder plans interesting activities for the children in her care. For example, children use different materials to make models of the birds that they have seen on their walks. However, she does not always consider how activities can be adapted to meet the individual learning needs of all children in the moment. Occasionally, this leads to some younger children losing interest and not fully benefiting from the learning experiences.
- The childminder has a good understanding of how to support children's communication and language development. Children are given opportunities to share their ideas and ask questions to gain clarity. The childminder builds on what children say by expanding on their sentences. She also repeats back to children the correct grammar when needed. This helps children to develop their vocabulary and make good progress in their communication skills.

- Children develop a sense of the world around them and what makes them unique. They benefit from planting and growing vegetables and learn about healthy choices. Children wash their hands before meals and help themselves to drinks of water. They learn about good oral health during play activities when they practise how to put toothpaste on a toothbrush and pretend to brush their teeth. This supports children to learn about healthy lifestyles.
- The childminder helps children to understand about the world around them. She plans activities to support children's understanding of other cultures, and they learn about different festivals. Regular walks in the local area and to playgroups support children's understanding of their local community.
- Children learn early mathematical concepts through play. For example, the childminder models counting as children play with different shapes and colours. The childminder names the shapes, such as square, as the children proudly share their work. Children are acquiring early mathematical knowledge in preparation for later learning.
- The childminder keeps her skills and knowledge up to date through her own research and training. For example, she has recently attended communication training to support children with their early language development. The childminder regularly meets up with other local childminders to share good practice ideas. The childminder evaluates her setting and builds upon her practice continuously.
- Parents speak very highly of the childminder and the care she provides. They comment that their child is 'very well looked after' and is making 'fantastic progress'. They love the range of activities the childminder provides, and they would highly recommend her to others. Parents comment that she fully supports the whole family and takes time to provide settling-in sessions to suit each child. Consequently, children settle quickly and make firm attachments. This approach helps to provide continuity in children's learning and development.

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:

- develop the use of activities to include the youngest children as effectively as possible to ensure that they benefit from all the learning opportunities.

Setting details

Unique reference number	EY344617
Local authority	Rochdale
Inspection number	10368243
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	4
Number of children on roll	8
Date of previous inspection	13 March 2019

Information about this early years setting

The childminder registered in 2006 and lives in Milnrow, Rochdale. She operates all year round from 7.30am to 5.30pm, Monday to Thursday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 6. She offers government funded childcare.

Information about this inspection

Inspector

Liz Thomson

Inspection activities

- The childminder showed the inspector the premises and discussed how they ensure that they are safe and suitable.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- The inspector observed the interactions between the childminder and children.
- Parents shared their views of the setting with the inspector.
- The childminder spoke to the inspector about children's learning and development, with a particular focus on communication and language.
- The childminder provided the inspector with a sample of key documentation.

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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