

Childminder report

Inspection date: 22 August 2022

Overall effectiveness	Outstanding
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The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Overall effectiveness at previous inspection	Met

What is it like to attend this early years setting?

The provision is outstanding

Children arrive at the setting extremely happy and excited. They are incredibly enthusiastic to start their day. Children enter with excitement and immediately begin their interactions with their friends. They are extremely well behaved and have very high levels of confidence and self-assurance. Children show that they feel safe in the care of the passionate and devoted childminder. They are patient, kind and incredibly caring towards each other. For example, older children help younger children to be seated ready for snack time. When their friends proceed to sit down, they move the chair slowly forwards, so that they sit correctly at the table.

The childminder has very high expectations of what children can achieve. She supports them to be physically active and ensures that they spend plenty of time outdoors each day. Children explore the local moorlands and enjoy challenging walks up the hills. They learn how different things, such as exercise, makes them healthier. Children learn to lead very healthy lifestyles. They have excellent opportunities to learn about and understand other people's similarities and differences beyond their own experiences. Children learn about a broad range of faiths and the traditions of other countries. For example, they tap out a beat on the steel drums while listening to music from the Caribbean. Children thoroughly enjoy practising playing the didgeridoo as they learn about Australian traditions.

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

- The childminder gets to know each child extremely well and forms an extensive understanding of their interests and capabilities. She uses this information to devise a highly considered and well-thought-out curriculum that precisely reflects their individual learning needs. Children are highly motivated to learn and they all make exceptional progress.
- Children's speech and vocabulary are exemplary. They have many opportunities to use language and the childminder expertly extends their vocabulary with new words throughout all activities. Children join in with the childminder to describe what a book is about before she reads the story animatedly to them. They learn the meaning and understanding of words, such as 'blurb'. The childminder provides interesting props to extend children's learning further. For instance, children see and touch guava, pineapple and passion fruit, which feature in the story.
- The childminder places children's emotional well-being as paramount in importance. She builds strong bonds with children. Her calm, kind and nurturing nature ensures that children feel secure and they behave exceptionally well.
- Children are highly independent. They know to wash their hands at appropriate times, explaining that they must 'use soap and then water to wash and then dry

their hands'. Children confidently help to set the table for mealtimes, pour their own drinks and help to tidy up after activities. They skilfully attend to their own personal needs and carry out tasks for themselves.

- The childminder makes continuous improvements to ensure that she provides outstanding levels of care for children. She makes excellent use of many professional development opportunities to improve her skills and the experiences she plans for children. For instance, she has adopted an early letters and sounds programme similar to that used in school. The childminder significantly builds on children's listening and attention skills to prepare them very well for their later learning.
- The childminder places a superb focus on developing children's mathematical skills. She gives excellent support to all children to learn number names, count in sequence and solve problems. The childminder uses every opportunity during activities to include mathematics. For example, children learn to estimate and practise early addition in their play. They are acquiring skills that help them to make rapid progress in preparation for the next stage in their learning.
- Parent partnerships are superb. The childminder consistently updates parents with information about their children's development and gives them support and ideas for home learning. Parents say that they are incredibly happy with the high-quality care and education their children receive. They comment that the childminder 'clearly puts a lot of thought into the activities' and is 'genuinely a credit to the profession'.
- The childminder has a very clear understanding of how to support children who may require extra help. She swiftly identifies and acts on any developmental concerns to make referrals and seek further professional support. As a result, children achieve the best possible outcomes.

Safeguarding

The arrangements for safeguarding are effective.

The childminder places children's safety and welfare as the utmost priority. She knows precisely what to do if she has concerns about a child. The childminder is extremely confident in her knowledge of possible signs and symptoms of abuse and neglect. She has an extensive understanding of wider safeguarding issues, such as protecting children from extreme views, gang related issues and county lines. The childminder is vigilant about safety. She has systems in place to keep children safe and help them learn to manage risks for themselves. Children understand the importance of wearing hats for protection from the sun and drinking plenty of water in the hot weather.

Setting details

Unique reference number	EY393498
Local authority	Lancashire
Inspection number	10132530
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 4
Total number of places	6
Number of children on roll	6
Date of previous inspection	25 April 2016

Information about this early years setting

The childminder registered in 2009 and lives in Whitworth, Rochdale. She operates all year round from 8am to 5pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a level 3 qualification in childcare. She provides funded early education for three- and four-year-old children.

Information about this inspection

Inspector

Daphne Carr

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 childminder and has taken that into account in their evaluation of the childminder.
- A learning walk took place and educational programmes were discussed.
- Parents and children shared their views with the inspector. These views were considered.
- The childminder and the inspector held discussions during the inspection.
- The inspector observed the quality of education being provided, indoors and outside, and assessed the impact that this was having on children's learning.

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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