

Childminder report

Inspection date:

6 December 2024

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

The friendly childminder creates a broad and balanced curriculum for all children. She has a good knowledge of the experiences that children arrive at her setting with. The childminder plans activities that interest and excite children. For instance, children giggle with delight as they explore the texture of a snow mixture as it expands in a bowl. They work well as a team as they add tinsel and baubles to an outline of a Christmas tree on the floor. Children demonstrate positive attitudes to their play. The childminder praises children for their helpful behaviour, which helps to build up their self-esteem.

The childminder creates loving bonds with children, who demonstrate that they feel safe and secure in the childminder's care. The childminder is a positive role model. For instance, she supports children to take turns with the toys and to use good manners. When any disputes do occur, the childminder deals with them quickly and effectively. The childminder supports children's emotional development well. She teaches children about feelings using books. Children learn things they can do to cheer themselves and their friends up when they feel sad. This helps to support children's emotional well-being.

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

- The childminder knows children well. She has a firm understanding of where children are up to in their development and plans appropriate next steps in their learning. The childminder recognises when children are tired and hungry and responds appropriately. Children make good progress from their starting points in development.
- Overall, the childminder implements the curriculum for communication and language well. She introduces children to new vocabulary, such as 'prickly', 'sparkly' and 'bumpy', as she reads stories to them. However, the childminder does not consistently support quieter children to answer questions and to voice their ideas to the group. This sometimes prevents children from developing their speaking skills further.
- The childminder takes children on outings. For instance, they go on walks to the woods, nature trails and to local parks. The childminder uses these outings to help to develop children's physical skills. She takes children to museums to learn more about the world, such as to look at and try on clothes from the past.
- The curriculum for physical development is implemented well. The childminder encourages children to practise jumping, hopping and balancing on one leg as they join in with action songs. Children practise moving around the room like different animals. For instance, they slither like a snake and pretend to swing from trees like monkeys. This helps to develop children's larger muscle movements.

- The childminder promotes healthy lifestyles. She provides children with nutritious food and drinks. The childminder gives every child a toothbrush to take home and plans activities to help children to learn how to brush their teeth. This helps children to learn about healthy life choices.
- Children develop their independence well. They learn how to peel their own bananas at snack time and wash their hands by themselves before eating. The childminder teaches children to manage their own personal hygiene.
- The childminder keeps her own and any assistants' mandatory training up to date, such as their paediatric first-aid qualifications. She accesses professional development courses. For instance, the childminder has recently completed training on supporting children with special educational needs and/or disabilities. However, she does not consistently focus professional development opportunities on supporting children's communication development to help them progress further with their speaking skills.
- Overall, children behave well. They take turns with the resources as they use spoons to scoop oats into bowls. However, the childminder does not always make her expectations clear to children. This sometimes prevents children from joining in with routines, such as tidy-up time, positively.
- The childminder promotes diversity well. She teaches children about different disabilities, as well as festivals such as Diwali and Lunar New Year. Children discuss similarities and differences between themselves and others. This helps children to celebrate what makes them unique.
- Parent partnerships are strong. Parents praise the childminder for catering to all children's allergies and dietary needs well. They feel regularly updated about their children's learning. This helps to provide continuity in children's care 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:

- focus professional development opportunities to support children with their communication and language development further
- provide children with consistently clear expectations to help them successfully join in with all routines.

Setting details

Unique reference number	EY434405
Local authority	Rochdale
Inspection number	10367622
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	0 to 3
Total number of places	12
Number of children on roll	11
Date of previous inspection	15 February 2019

Information about this early years setting

The childminder registered in 2011 and lives in Rochdale, Manchester. She operates from 7am to 5pm, Monday to Friday, all year round, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. She works with an assistant. The childminder provides government-funded childcare.

Information about this inspection

Inspector

Olivia Barnes

Inspection activities

- The inspector and the childminder completed a learning walk and discussed the provision and the curriculum.
- The inspector observed the quality of education being provided and assessed the impact on the children's learning.
- The childminder shared a range of documentation with the inspector, such as evidence of the childminder's continued professional development and paediatric first-aid qualification.
- The inspector completed a joint observation with the childminder.
- Parents shared their views of the setting through written communication.
- Children spoke to, or communicated with, the inspector during the inspection.

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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