

Childminder report

Inspection date: 27 March 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

The childminder creates a stimulating and nurturing environment, where children feel safe and eager to learn. She supports children's well-being superbly. The childminder builds strong attachments with the children in her care, which helps children to feel secure. The childminder has high expectations for children's behaviour. She encourages good manners and models praise, encouraging children to develop a 'can-do' attitude. Children's behaviour is good. They eagerly help the childminder to tidy up the toys when they have finished playing. Children are kind and respectful towards their friends and the environment.

Children access a wide range of learning opportunities through outings to the local area to support their learning. The childminder networks with local childminders and provides visits to local parks, supermarkets and garden centres. She uses these visits to provide children with exciting areas to explore and develop their social skills and positive relationships with others.

The curriculum for mathematics is ambitious. The childminder weaves mathematics into everyday activities and children's play. Children show positive attitudes towards their learning. The childminder supports children to count and recognise numbers. Children count to 10 with help from the childminder as they scoop the resources into the tub. The childminder encourages children to recognise numbers through engaging mathematical games. For example, children use the 'magic magnets' to catch pretend fish in a tray. They confidently recognise the number on the fish and place it on the jigsaw. These opportunities help children to develop a strong foundation of early mathematics skills.

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

- The childminder provides engaging activities to support children's next steps in learning. However, there are some inconsistencies in how the childminder implements the curriculum to build on children's communication and language skills. On some occasions, the childminder does not consistently use the learning opportunities to extend children's vocabulary in their play. Therefore, this does not broaden children's language skills or further their critical thinking skills.
- The childminder offers opportunities to help develop children's hand muscles and hand-eye coordination in readiness for early writing. Children use tweezers to pick up and transfer lentils into a tub and squeeze dough to strengthen their hand muscles. The childminder recognises that children need to master these physical skills before being confident to hold a pencil correctly. This well-sequenced curriculum contributes to children's good progress in their physical development.
- Children develop their literacy skills well. The childminder helps children to

discover a love for books and rhymes. Children beam with excitement as they choose to sing a favourite song about walking through a jungle. They join in with the actions and key phrases of the song. Children excitedly call out which animal they will see next in the jungle. Later on, children recall animal names as they engage in story time with the childminder.

- The childminder promotes oral health well. Children engage in role-play activities and practise brushing teeth using oral health resources. The childminder also ensures that children have healthy and nutritious meals and access to fresh drinking water daily. This develops children's understanding of what contributes to healthy lifestyles and good oral health.
- Partnerships with parents and carers are good. The childminder works effectively with parents to meet children's individual needs. For example, the childminder offers advice on toilet training. In addition, she provides parents with regular updates through photos and daily discussions to share key information. This keeps parents up to date with their child's next steps in learning.
- The childminder uses effective assessment procedures to monitor the progress that each child makes. This enables her to identify children who may need additional support. The childminder works closely with parents and relevant agencies to implement strategies to support children's development. This helps to ensure that any gaps in children's learning quickly close.
- The childminder attends mandatory training, such as paediatric first aid and safeguarding, to keep her knowledge up to date. In addition, she is trained in British Sign Language and incorporates sign language into her teaching. Children learn signs and use them confidently in their play. This inclusive approach supports all children to communicate their needs.
- The childminder is a positive role model to children. She supports children to share and take turns. The childminder offers an abundance of praise to recognise children's achievements. This immediately boosts children's confidence in their play.

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:

- strengthen the curriculum for communication and language to consistently build on children's development and broaden their vocabulary.

Setting details

Unique reference number	EY452002
Local authority	Rochdale
Inspection number	10375748
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 11
Total number of places	7
Number of children on roll	6
Date of previous inspection	1 May 2019

Information about this early years setting

The childminder registered in 2012 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 3. She provides government funded childcare.

Information about this inspection

Inspector

Danielle Kelly

Inspection activities

- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their curriculum.
- The inspector observed the interactions between the childminder and the children.
- The childminder and the inspector discussed how the curriculum is implemented and the impact on children's learning.
- The childminder provided the inspector with a sample of key documentation on request.
- Parents shared their views of the setting with the inspector.

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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