

Childminder report

Inspection date: 27 June 2024

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

What is it like to attend this early years setting?

The provision is outstanding

The childminder has built an ambitious curriculum that builds on what children know and can do. The support for communication and language is a real strength. Children benefit from meaningful learning opportunities that enhance their development. After a recent visit to an aquarium, the children continue to learn about sea creatures through key stories and songs. The childminder carefully selects age-appropriate stories that children can interact with. Children beam with excitement as they prepare for their story time on 'sharing a shell'. They show impeccable concentration skills as the childminder reads with enthusiasm. Younger children recite key and repetitive sentences from their focus story. Older children discuss what will happen next as they turn the pages. This ignites children's passion for reading. Later, children demonstrate their learning from the story as they recall prior knowledge about parts of the sea creatures. They recognise sea creatures that have 'tentacles'. In addition, they use descriptive language, such as 'spiky', as they explore the shells in the water. Children make excellent progress in their language development.

The childminder and her assistant are exceptional role models. They support children who find tasks difficult. With their nurturing attitudes, they model to children how to achieve certain goals. Children are resilient and demonstrate a 'can-do' attitude to learning. For example, at snack time, younger children struggle to peel the skin off the banana. They persevere and happily keep on trying. The childminder and her assistant offer a wealth of praise. Children benefit from the positive praise given as they achieve new goals. This boosts their self-confidence, and on the next attempt to peel a second banana, children demonstrate their newly learned skill. They eagerly share their success with their friends. Children's behaviour is exemplary. They treat each other with respect and kindness. For example, they take turns and share without needing any adult support. Children feel safe, valued and secure. They all have excellent attitudes towards learning.

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

- The childminder provides an ambitious curriculum. She understands the key skills she intends for children to learn. In addition, her excellent knowledge of each child's development helps her to sequence their learning. For example, younger children learn to put two words together. In addition, they begin to understand and use prepositional language in sentences. Older children explore trickier words such as 'anemone' and 'bristle worm'. Children continue to build and develop their ever-growing, rich vocabulary.
- The support for children with special educational needs and/or disabilities is excellent. The childminder works closely with the area special educational needs and disabilities coordinator and puts tailored strategies and referrals into place

when children start. This means that children have immediate support while they wait for further professional input. As a result, children make excellent progress from their starting points and gaps in learning are quickly closing.

- The childminder and her assistant provide children with a rich set of experiences to learn about the world around them. They teach children about themselves, their families, different cultures and values. Children visit the Chinese markets, museums and restaurants that serve cuisine from other cultures. These opportunities are used effectively to teach children about similarities and differences beyond their own experiences. Children develop respect for the wider world and are prepared for life in modern Britain.
- Partnerships with parents are a strength of this setting. The childminder understands the important role parents play in supporting children's learning. She shares the focus stories and rhymes with parents to enjoy at home. In addition, the childminder regularly keeps parents up to date with their children's next steps in learning and development. They work together as a team to put strategies in place for children who need further support. This all helps to maintain continuity in children's learning and extends learning at home.
- The childminder and her assistant have prioritised supporting children's independence in the curriculum. Children demonstrate how they can wash their hands without support and put their shoes on for outdoor play. They show excellent hand-to-eye coordination as they pour their own drinks at snack time. Children are demonstrating excellent skills that will support them at school.
- The childminder and her assistant are passionate about providing high-quality care and education for all children. They access a wealth of training courses to support their own professional development. For instance, the childminder has recently attended training on supporting children's communication and language and shared the key learning points with her assistant. As a result, they have put key strategies in place to support children's individual communication needs.
- The childminder supports children to develop positive relationships from an early age. Children show exceptional levels of consideration towards their friends, the childminder and her assistant. For example, during outdoor play, older children set up small games for younger children to join in with. They smile as they confidently kick the ball to each other. Children show high levels of respect for each other.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

Setting details

Unique reference number	EY473002
Local authority	Rochdale
Inspection number	10339207
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 10
Total number of places	12
Number of children on roll	13
Date of previous inspection	4 July 2018

Information about this early years setting

The childminder registered in 2014 and lives in Rochdale. She operates all year round, from 7am to 4.30pm, Monday to Thursday, except for bank holidays and family holidays. The childminder works with an assistant.

Information about this inspection

Inspector
Danielle Kelly

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 provider.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years curriculum.
- The childminder spoke to the inspector about children's learning and development, with a particular focus on communication and language.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between the childminder, her assistant and the children.

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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