

Childminder report

Inspection date: 28 July 2022

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 have close relationships with the childminder, who nurtures them and tends to their needs with sensitivity. They are extremely happy and safe in the childminder's care. Children know where they like to play and how to access a range of toys they enjoy. They are independent in all tasks they complete. For example, children take charge of tidying up and chop their own strawberries and bananas for snack. Children confidently talk about healthy foods and what their favourite foods are.

Since the COVID-19 pandemic, the childminder has noticed some gaps in certain aspects of children's development, such as toileting skills. She has worked hard to give children the opportunity to practise this next step. However, the childminder does not always focus upon some skills that children need to develop with as much rigour, such as children's social interactions. On occasion, some children struggle to mix with new people or detach from the childminder. This being said, children are, in the main, confident and polite. They know what is expected of them and learn about respect and tolerance of other people. Children learn about a wide range of people and their similarities and differences, such as gender and religion. This helps them prepare for life in modern Britain.

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

- The childminder knows children well, and overall how to meet their needs during play. She carefully plans opportunities that she knows children will enjoy and skilfully uses her teaching methods to probe thinking and extend their knowledge further. For example, children enjoy a memory and matching game that the childminder knows will test a variety of their skills. They remain engaged for long periods of time and show excitement when they win.
- Children access a range of role-play opportunities and books within the setting. This helps them to develop a love of reading, and enhances their literacy skills. Children demonstrate they know how stories are constructed as they create imaginary tales with pretend pigs in the dough. They use lots of interesting words and sentences as they make 'muddy puddles' for the pigs to jump in.
- The childminder evaluates her setting and practice regularly. She attends training that helps her to meet the needs of children. For example, she recently completed training on autism spectrum disorder to help her to understand and support children with special educational needs and/or disabilities. This has helped her setting to become more inclusive in order for all children to reach their greatest potential.
- Parents speak highly of the childminder and the impact she has had on their children's well-being and development. They are aware of what their children have been learning and how far they have come in their progress. That said,

parents are not always aware of how they can further enhance their child's development at home.

- Children confidently use their mathematical skills during play. When playing 'shopkeeper', they show an understanding of the concept of money as they buy and sell vegetables. Children count the fruit they have purchased and recognise quantities of items in groups. The childminder consistently encourages children to compare sizes and solve problems within their games to extend their knowledge further.
- The childminder has good professional partnerships in place. She knows what schools expect from children as they leave her care. Examples include concentration skills and the ability to make marks in preparation for early writing. Children are excited for their move to school, and have the foundations to make this transition smooth. Additionally, the childminder works with speech and language therapists. This helps those children with communication delays to continue to make good progress.
- Children have a variety of opportunities to be active and understand how to keep their bodies healthy. They spend time in the childminder's garden and take trips to the park where they can practise larger-physical skills, such as climbing. Additionally, children learn about the importance of maintaining good toothbrushing routines. This is shared with parents to help them to improve and maintain children's oral hygiene at home.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands how to create a safe and secure space for children to learn in. She identifies and monitors potential risks and knows how to remove them. The childminder understands her responsibility to protect children from harm. She knows the key indicators of child abuse and how to report any child-welfare concerns. The childminder holds a current first-aid qualification and knows how to respond to a variety of accidents or incidents. She offers gentle reminders to children about potential health and safety issues, such as not putting items into their mouths. This helps them to begin to manage their own risks and supports their overall well-being.

What does the setting need to do to improve?

To further improve the quality of the early years provision, the provider should:

- enhance opportunities that help children to develop their social interactions to the fullest
- strengthen strategies that help parents to understand their child's agreed next steps in learning and development, in order for them to consistently support and build upon their child's learning at home.

Setting details

Unique reference number	EY479723
Local authority	Rochdale
Inspection number	10219840
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	4 to 11
Total number of places	6
Number of children on roll	4
Date of previous inspection	22 August 2016

Information about this early years setting

The childminder registered in 2014 and lives in Middleton, Manchester. She operates all year round, from 7.30am to 6pm, Monday to Friday, except bank holidays and family holidays.

Information about this inspection

Inspector

Rachel Waterhouse

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 setting.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning and her delivery of the curriculum.
- The inspector observed the quality of education being provided and assessed the impact this was having on children's learning.
- Parents shared their views of the setting with the inspector.
- Children spoke to the inspector during the inspection.
- The childminder and the inspector completed a joint evaluation of an activity.

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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