

Childminder report

Inspection date: 14 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

The childminder creates a warm, caring and positive atmosphere where children are safe and happy. They smile and wave with confidence when visitors arrive. Children show excitement and interest in everyday learning opportunities. For example, they hear the letterbox and rush to see what has arrived in the post. The childminder spends time responding to their curiosity and uses the moment to develop new vocabulary, such as 'circus' and 'clown'.

Children behave well and show kindness to each other. They follow the familiar routines of the day which help them feel secure and confident. Children play games together and show patience as they wait for their turn. The childminder has high expectations for all of the children in her care. She plans learning experiences that focus on children's language development, independence and confidence. The childminder and the children share stories throughout the day and enjoy singing songs. They spend time outdoors learning about their local community and developing their physical skills, such as running and climbing.

During the COVID-19 pandemic, the childminder kept in touch with children who were not attending regularly via online calls and garden visits. This helped children to maintain their close relationship with the childminder and helped to make a happy return to her provision.

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

- The childminder listens to children, showing genuine interest in what they are saying or showing her. For example, she understands that some children need more time to observe before joining in with new activities. This approach enables her to respond sensitively to the differing needs of all children. She helps them build confidence in new situations.
- Books, songs and stories are well used to promote a love of reading. For example, the childminder uses 'song spoons' as a tool to engage the children's interest in singing. They choose a spoon and sing the song with gusto. This supports their early language and reading skills.
- The childminder uses positive language and techniques to support children's good behaviour. Children are proud of their achievements. For example, they cheer loudly when they successfully open their own water bottle or when they complete the tidy-up task together. This positive environment motivates children to persist with their good behaviour and builds their self-esteem.
- The childminder ensures that all statutory training requirements are met, and she does engage in some professional development to support her knowledge. However, this is not always precisely focused on areas the childminder would benefit from further support on. As a result, some areas of learning, specifically

mathematics, are less well taught.

- The childminder plans effective transitions. She gathers information from parents about children's development when they first start. For example, settling-in arrangements are personalised according to each individual child. This ensures children build secure attachments and get off to a strong start with the childminder.
- Parents speak highly of the childminder. They value the care, warmth and flexibility she offers. For example, she gives detailed information about their child's day. She works closely with parents if they have any concerns about issues such as food or behaviour. Parents feel that the childminder knows their children very well and makes them feel happy and safe.
- Children's personal development is well supported. For example, healthy snacks are offered which contribute to good oral health. The childminder works with parents to ensure that children eat nutritious lunches. She gives them idea sheets and advice on healthier snack alternatives. Children have access to water, fresh air and outdoor activity in their day. As a result, children's health and well-being are well promoted.
- The childminder works with other professionals when she has concerns about a child's development. She is aware of how to contact the health team or local authority for advice. The childminder also supports parents through the self-referral process.

Safeguarding

The arrangements for safeguarding are effective.

The childminder keeps the premises safe and hygienic for children. She ensures all household members and visitors are aware of the safety procedures in place, such as the use of mobile phones. She encourages the children to learn about the wider world and how to keep themselves safe when playing on adventurous equipment or when crossing the road. She takes steps to ensure infection control measures are in place. For example, good handwashing and nappy changing, and individual hand towels are washed daily. Regular training ensures she has a good knowledge and understanding of what to do if she is concerned for a child's safety or welfare.

What does the setting need to do to improve?

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

- focus more precisely on professional development that raises the quality of teaching and education to the highest level, particularly with regards to mathematics.

Setting details

Unique reference number	EY480245
Local authority	Rochdale
Inspection number	10231905
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 3
Total number of places	6
Number of children on roll	3
Date of previous inspection	8 September 2016

Information about this early years setting

The childminder registered in 2014 and lives in the Heywood area of Rochdale. She operates all year round, from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays.

Information about this inspection

Inspector

Rachel McHugh

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 showed the inspector the premises and discussed how they ensure it is safe and suitable.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- The inspector observed the interactions between the childminder and children.
- The inspector and the manager carried out joint observations of group activities.
- 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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