

# Childminder report

<b>Inspection date</b>	18 March 2019
Previous inspection date	7 July 2016

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
Effectiveness of leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- The childminder is dedicated to her role and carefully evaluates her practice. She regularly gathers the views of parents, children and other childminders, to make sure children continue to benefit greatly from being in her care.
- The childminder has an effective system in place for observing and assessing children's learning. She uses this information carefully to plan stimulating activities that are linked to children's interests and current stage of development. As a result, all children make good progress from their starting points.
- The quality of teaching is good. The childminder understands how young children learn and adapts activities to meet children's individual needs. For example, two-year-olds are encouraged to practise their physical skills to roll and make marks in dough. Whereas, babies' exploratory impulses are encouraged as they squeeze and squash their dough.
- The childminder knows the children in her care very well. She links closely with parents to obtain detailed information about children's care routines before they start and continues to do this as their needs change. As a result, children are happy and settled in this caring environment.
- The childminder uses her own assessments and information from parents to correctly identify any potential gaps in children's learning. However, the childminder has not fully considered how assessments from other settings children attend could be used to further enhance the good progress children are making.
- At times, the childminder does not provide enough opportunities for children to repeat new words and to practise the correct pronunciation.

## What the setting needs to do to improve further

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

- maximise opportunities for children to learn new vocabulary and to support the pronunciation of new words
- strengthen the links already made with other settings children attend, for example, by considering how the sharing of assessments could further support children's development.

### Inspection activities

- The inspector evaluated a planned activity with the childminder.
- The inspector looked at a range of documents, including children's progress files, assessment documents, policies and procedures, and training records.
- The inspector read comments from parents and took account of their views.
- The inspector observed activities in the childminder's home, and spoke to the childminder at appropriate times during the inspection.

**Inspector**  
Stephanie Nixon

## Inspection findings

### Effectiveness of leadership and management is good

The childminder shows a commitment to improving her practice and has completed a wealth of additional training courses. For example, she has completed a forest school course. This has increased her knowledge of the benefits of outdoor learning. As a result, children enjoy regular outdoor experiences, including forest school sessions and walks to collect sticks and look for squirrels. The childminder uses the support of local childminders wisely, including feedback on the quality of her teaching. This helps her to consistently reflect on and improve her own practice. Safeguarding is effective. The childminder is clear on the procedures to follow if she has concerns about a child. Following e-safety training, the childminder amended her internet e-safety procedures to help to keep children safe online.

### Quality of teaching, learning and assessment is good

Children are confident learners who make their own choices in their play and freely access the plentiful range of resources available. Babies' early communication skills are greatly encouraged. They babble into toy phones as they hold them to their ears. The childminder offers regular eye contact and reassurance to further encourage babies to communicate. Two-year-olds' early mathematical skills are developing well. They identify shapes in the learning environment and use shape cutters in dough. The childminder encourages parents to continue their child's learning at home. For example, she provides story sacks including familiar books and puppets for parents to read at home. This helps to promote an early love of reading. Children play confidently with figures depicting a variety of different disabilities, ethnicities and cultures. This helps children to learn about and celebrate similarities and differences.

### Personal development, behaviour and welfare are good

The childminder places a strong focus on encouraging good manners and respect. As a result, children share toys with each other and say 'please' and 'thank you'. Parents express gratitude to the childminder for the attention to detail she provides when caring for their children. The childminder has developed strong relationships with children and their families. As a result, children are incredibly happy and settled in the welcoming home of the childminder. Children benefit from a wide range of opportunities to experience wider learning opportunities. They visit local playgroups, the local church and shops. This helps to promote an awareness of the wider community and provides children with the opportunity to play with other children.

### Outcomes for children are good

Children make good progress and gain skills that prepare them well for the next stage in their learning. All children are working comfortably within the range that is typical for their age. Two-year-olds demonstrate increasing independence and physical skills as they open their own containers, tidy up their toys and peel bananas. Children's mathematical and communication skills are also developing well. They begin to use number names to count how many emergency vehicles they have and mimic the sounds the vehicles make. The childminder has good links with other professionals and knows how to access additional support, if needed, to further improve outcomes for all children.

## Setting details

<b>Unique reference number</b>	316061
<b>Local authority</b>	Rochdale
<b>Inspection number</b>	10065653
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children</b>	0 - 11
<b>Total number of places</b>	6
<b>Number of children on roll</b>	13
<b>Date of previous inspection</b>	7 July 2016

The childminder registered in 1995 and lives in Milnrow, Rochdale. She operates all year round, from 7.30am to 5pm from Monday to Friday, except bank holidays and family holidays. The childminder holds an appropriate qualification at level 3.

This inspection was carried out by Ofsted 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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance *Complaints procedure: raising concerns and making complaints about Ofsted*, which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at [www.ofsted.gov.uk/resources/120354](http://www.ofsted.gov.uk/resources/120354).

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: [www.ofsted.gov.uk/user](http://www.ofsted.gov.uk/user).

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

