

Childminder report

Inspection date:

26 September 2019

Overall effectiveness	Good
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The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous
inspection

Inadequate

What is it like to attend this early years setting?

The provision is good

Children settle quickly into the childminder's care and establish strong attachments with her. Changes made since the childminder's last inspection have helped her support children to play cooperatively together. They listen carefully to the childminder and respond positively to her instructions and guidance. Overall, children demonstrate friendly behaviour to their peers and visitors to the childminder's home, demonstrating their feelings of safety and security in the childminder's care. The childminder knows the children she cares for well. She knows what interests them and what they need to do to progress further. For example, as young children play with different vessels in water, she introduces mathematics by talking about numbers and colours. The childminder helps children to develop their communication and language skills. Children submerge dolls in the water, and the childminder demonstrates how to wash them for a visit to the shops, while narrating their play. She introduces words such as 'big' and 'little', speaks clearly, models language and repeats words as children play. The childminder plans activities to help children to make links in their learning. For instance, she uses children's interest in vehicles to engage them in small-world play. The childminder takes children on outings to places of interest, such as the library and the local market. She provides regular opportunities for children to be physically active in the well-resourced garden and when visiting the park.

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

- The childminder has worked hard to address actions raised at her previous inspection. She demonstrates a committed and dedicated attitude to improve the quality of service she provides.
- Children learn and develop across the areas of learning. The childminder regularly checks what children know and can do. She uses this information to decide what children need to learn next and plans a range of stimulating activities accordingly. Sometimes, the childminder does not organise group activities effectively enough to encourage children to engage and concentrate.
- The childminder implements careful hygiene procedures and explains to children why these are important. She provides nutritious home-made food and ensures children clean their hands before lunch. Children enjoy their food, and younger children are learning to feed themselves with confidence. The childminder understands younger children's routines and follows these closely.
- The childminder collects detailed information from parents when their children first start. For example, she finds out about children's interests, current levels of development and their routines. This helps to promote consistency for children's care from the start.
- The childminder provides a variety of resources for children to make marks and be creative. Young children enjoy drawing with crayons and use scissors,

manipulating dough to create masterpieces. This helps children to develop early writing skills.

- The childminder uses all opportunities to challenge children and widen their vocabulary and understanding. However, children are not always supported to learn to wait and take turns, for example during conversations.
- The childminder has developed an effective programme of professional development and attends regular training with her assistant. Good use of training, coaching and supervision meetings to develop knowledge and skills helps to improve practice and outcomes for children. The childminder keeps her knowledge up to date and works alongside other professionals to share ideas.
- Partnerships with parents are strong. Parents comment on how much they value and appreciate the good care, support and varied activities the childminder provides for their children.
- Children make good progress from their starting points. They are well prepared for the next stage in their learning and their eventual move to school. Children demonstrate their good imaginative skills. Younger children engage in pretend play and say that they are 'going to the shop'.
- Partnerships with other settings children attend are good. The childminder shares information with them to ensure children receive a consistent and complementary approach to learning across settings.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant are aware of the signs of possible abuse and neglect and know what action to take should they have any concerns. The childminder keeps her knowledge up to date and is aware of wider child protection issues. Recruitment and vetting procedures are robust. Effective risk assessments are in place and there is a strong focus on helping to keep children safe. The childminder carries out daily checks on her home to ensure children play in a safe environment.

What does the setting need to do to improve?

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

- develop strategies to help younger children understand how to develop resilience, share and take turns
- refine the organisation of group activities to ensure that children maintain their focus and concentration.

Setting details

Unique reference number	EY542368
Local authority	Bolton
Inspection number	10103488
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	2 to 6
Total number of places	12
Number of children on roll	5
Date of previous inspection	5 April 2019

Information about this early years setting

The childminder registered in 2017 and lives in Bolton. She operates all year round, Monday to Friday from 7am to 8pm, except for bank holidays and family holidays. The childminder works with an assistant and provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Suzy Marsh

Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The childminder completed a learning walk and a joint evaluation of an activity with the childminder.
- The inspector held a number of discussions with the childminder. She looked at relevant documentation and evidence of the suitability of persons living or working at the premises.
- The inspector spoke to children during the inspection.
- The inspector took account of the views of parents through written feedback provided.

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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