

Childminder report

Inspection date: 17 December 2019

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children are content. They play happily and cultivate close bonds with their peers and the childminder. Settling-in sessions, and the childminder's caring nature, help new children to quickly feel comfortable and secure. The childminder offers children a diverse range of experiences both within the community and further afield. For instance, they visit Chinese supermarkets to look at the different foods on offer, and take rides on the tram and enjoy outdoor activities in a local forest. Parents say children delight in attending the provision, particularly the numerous outdoor activities they take part in.

Children progress well. The childminder regularly observes and assesses children's development. She monitors what they know and develops plans for what they need to learn next. Any gaps in learning are quickly remedied. The childminder carefully considers how she can best meet children's needs. For example, she organises her provision to cater for varying age groups, and to encourage independence and offer choice. The childminder focuses on supporting children to become well prepared for school. For instance, she works with parents to promote consistent behavioural approaches. The childminder nurtures children's confidence with new people, and helps them to learn values consistent with the British way of life. On some occasions, however, she does not give children the opportunity to develop their own creativity.

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

- The childminder works with other professionals to support children's well-being. For example, as children move on to school, she shares their development information with new teachers. The childminder utilises the local Sure Start centre to discuss speech and language concerns with trained therapists.
- Children enjoy completing small tasks and the childminder skilfully uses tidy-up time to further promote children's understanding and language. For example, she provides clear instructions for children to follow.
- Lunch is a sociable occasion. The childminder and children talk about things they have done. Although the childminder supports children's growing independence, she does not always encourage children to make healthy choices. For example, children are offered crisps at the same time as their sandwich and fruit. Children choose crisps first and eat less of the healthy food.
- Children concentrate on activities they enjoy. They focus as they put jigsaw pieces in the correct place. They look carefully at the picture on the box to judge where pieces might fit. The childminder supports them with consistent praise and well-timed suggestions.
- Young children repeatedly sing their favourite songs as they play. Even though they cannot yet articulate all of the words, the songs are immediately

recognisable.

- Children follow routines very well and listen to the childminder. When children demonstrate any unwanted behaviours, the childminder calmly reminds them of the rules. She praises them for listening and children continue their play. Children are kind to each other. Older children spontaneously find the favourite toy of younger children and give it to them.
- The childminder ensures parents are continually updated about their children's development. They share information via an online system and talk daily. The childminder provides regular reports about children's progress.
- Young children show an interest in technological toys and understand how pressing buttons creates an effect. They watch how a laptop is used and mimic the actions by pressing buttons on another toy.
- The childminder is very keen to develop her professional knowledge. She strives to provide a high standard of care and education and implements newly learned initiatives. For example, following a training course, the childminder uses themes throughout activities and play. She chooses books linked to seasonal topics to extend children's knowledge.
- The childminder considers children's interests and learning styles when planning activities. However, sometimes, adult-led activities are too prescriptive and do not allow children the opportunity to express their own creativity. For example, as they make snowmen, children do not design their own masterpiece or spread their own glue.
- Children use crayons to make marks. Toddlers hold crayons in each hand as they watch the colours appear on the page. Older children carefully construct a line of shapes and say they are writing their name. This supports children's early writing development.

Safeguarding

The arrangements for safeguarding are effective.

The childminder takes seriously the safety and welfare of children. She puts robust measures in place to protect children, such as door entry systems. The childminder keeps herself abreast of training, news and updates relating to the safeguarding of children. She can identify signs and symptoms of abuse and is aware of wider safeguarding issues, such as the 'Prevent' duty and female genital mutilation. The childminder knows how to refer any concerns she may have about a child. She understands the procedure to follow in the event of an allegation against herself or another adult.

What does the setting need to do to improve?

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

- provide more opportunities to help children learn how they can make healthy

choices

- support children to further develop their creativity during focused activities, for example, allow children to create their own artwork without too much adult intervention.

Setting details

Unique reference number	EY549768
Local authority	Bury
Inspection number	10130824
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 5
Total number of places	6
Number of children on roll	12
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2017. She lives in Whitefield, Bury, Lancashire. She operates her provision from 7.30am to 5.30pm Monday to Friday, all year round except for bank holidays and family holidays. The childminder provides funded education for two-, three- and four-year-olds.

Information about this inspection

Inspector

Karen Bingham

Inspection activities

- The childminder showed the inspector around her provision and explained how she uses the environment to help children learn.
- Discussions between the inspector and the childminder took place throughout the inspection.
- The inspector considered comments written by parents.
- The childminder and inspector evaluated the effectiveness of a planned activity.
- The inspector viewed some documentation, such as information relating to the suitability of the childminder.

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
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