

Childminder report

Inspection date: 12 August 2021

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Requires improvement

What is it like to attend this early years setting?

The provision is good

Children beam as they play with an abundance of toys and interact with the experienced childminder. The childminder has two of most resources, which means children, and in particular siblings, play happily together and replicate each other's ideas. Children are extremely settled and 'at home' and move confidently around the indoor and outdoor play spaces. They make independent decisions about what they want to play with and make the most of the opportunities for learning.

Children develop independence through the many opportunities to do things for themselves and they are keen to have a go. They demonstrate positive attitudes to learning as they gasp in delight when the childminder introduces items of interest. They are intrigued by, and are keen to investigate, the sound of the waste water from the washing machine, as it splashes into the drain outside. Children are provided with many additional opportunities to make relationships with other children, for example, by attending toddler groups. They practise and enhance their physical skills very regularly. For example, children develop their balance and physical coordination during sessions in soft play centres, the gymnasium or local play parks.

Following the COVID-19 (coronavirus) pandemic, children are learning good hygiene routines. They enjoy washing their hands and helping with cleaning tasks, such as wiping up after snack. Children whose experiences have been restricted during COVID-19, are supported to enjoy a broader range and to explore the world around them. Overall, children are gaining the knowledge and skills which support their future learning.

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

- The childminder understands how children learn. She provides a good balance of play opportunities, which promote both what children want and what they need. This helps children to be well engaged in meaningful activities, which promote their learning and their enjoyment.
- The childminder has given clear thought to her curriculum. She has appropriate plans for what she wants children to know and do before they move on to nursery or school. These focused ambitions help her to ensure that children have many of the key skills they need as a foundation for their future learning.
- The childminder knows each child well. She recognises the individuality of twins and siblings, which helps her to meet their unique needs. The childminder checks their progress and plans activities, which help them to know and do more.
- High priority is given to children's personal and social development. The childminder takes children to local groups to increase opportunities to make

relationships and follow different rules and routines. Children learn to share, wait for turns and understand social expectations in readiness for school.

- The curriculum for physical development is strong. The childminder plans and provides interesting opportunities, which promote children's learning in the right order, offering appropriate challenge and enabling children to practise often. For example, toddlers frequently manipulate materials, such as dough. They are further challenged to chop their own fruit using safe and appropriate equipment. These kinds of opportunities help to support the development of their hand and finger muscles needed for later writing.
- The childminder models and emphasises key vocabulary as she speaks. She reads stories regularly and children understand well. However, the childminder does not promote their speaking with the same skill. Sometimes, there is background noise and she does not consistently tune-in to toddlers' early attempts at forming words, to affirm, repeat clearly and extend this further. This means children's speaking does not progress as early as it possibly could.
- The childminder promotes children's mathematical skills spontaneously. She makes the most of play and everyday routines to, for example, encourage counting or to categorise colours. Toddlers begin to say number names from an early stage.
- Parents provide highly positive feedback. They say the childminder communicates effectively and keeps them well informed of children's care. Regular photographs and information from assessments of what children know and can do, keep parents informed of what their children are learning. This means they can continue to support learning at home and can share information with other settings that children are due to attend.
- Following the previous inspection, the childminder has prioritised her professional development. Despite limitations, due to COVID-19, she has accessed several online training sessions, which have broadened her awareness of safeguarding and supported the safe management of her provision. However, the childminder is not making good use of training to enhance the provision for children's learning and development, particularly in areas where she knows there are gaps in their progress.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is aware of her role and responsibility to safeguard children. She is able to identify the signs and symptoms of abuse, including for example, female genital mutilation and extremist influences. She knows she must refer to her local contact procedures to seek advice should she have any concerns regarding children's safety or welfare. The childminder maintains essential training, such as in first aid and food safety. She is vigilant in her supervision of children and helps them to learn about safe ways to behave. For example, the childminder teaches children how to hold their knife safely at snack time. The play environment is safe and secure.

What does the setting need to do to improve?

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

- reflect on identified gaps in children's learning, to prioritise training and continually improve the quality of education provided
- develop further skill in promoting children's early speaking, including tuning-in to children's emerging words, to affirm, repeat and extend.

Setting details

Unique reference number	316531
Local authority	Bury
Inspection number	10118573
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	1 to 3
Total number of places	6
Number of children on roll	5
Date of previous inspection	19 July 2019

Information about this early years setting

The childminder registered in 1992 and lives in the Ramsbottom area of Bury. She offers care on four weekdays from 8am to 5.30pm, all year round, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3.

Information about this inspection

Inspector

Angela Rowley

Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in her evaluation of the setting.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning. She held discussions with the childminder to understand how she organises the early years provision and curriculum, and meets the needs of children attending.
- The inspector observed a specifically planned activity and then evaluated this together with the childminder.
- The inspector interacted with the children and viewed written feedback from parents.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

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.

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/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

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

© Crown copyright 2021