

Childminder report

Inspection date: 7 September 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

Children settle quickly with the devoted childminder. The children are treated with respect and are carefully considered in all aspects of their care. For example, children are asked what activities they would like to do, and they are listened to intently. This supports children in understanding that they have a voice and a say in their care. Children are given plenty of opportunities to play creatively and practise their communication skills. For instance, children talk about colours and stickers as they make marks inside a card. The childminder models positive behaviours and the use of good manners. She helps children learn to play safely and encourages perseverance as children attempt to remove lids off pens.

A love of books is fostered through carefully planned activities that are built around children's interests and next steps. For example, children select from a plentiful range of books that are organised to help develop their understanding of colours. The children read with joy alongside the childminder as they consolidate what they know about colours and learn new ones.

The childminder has high expectations for all children, and they receive lots of positive praise for their efforts. Children behave impeccably and they show great pride in themselves when they accomplish their goal.

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

- Children benefit from high-quality, meaningful interactions with the knowledgeable childminder. She carefully selects resources that follow children's interests and encourages them to practise new words. When the childminder talks to children, she gains their full attention and gives them time to respond. This is one way children are supported in building strong communication and language skills.
- The childminder demonstrates good knowledge of how children learn and develop. She has high expectations for all children in her care and demonstrates that she knows how to plan activities that support children in achieving the desired learning. For example, the childminder has clear next steps linked to children's interests and she uses opportunities in and out of the setting to develop these.
- Children develop exceptionally good attitudes to learning as they try hard with all their activities. For example, when making a birthday card, children are determined to open pen lids and peel stickers independently; they remain motivated and interested even when they find things difficult. Children are pleased with what they have made.
- Children learn good hygiene routines. From an early age, they clean their hands before eating and use sanitiser. They discuss why clean hands are important in

an age-appropriate way. Children start to learn the importance of health and oral hygiene by discussing healthy foods and the importance of brushing their teeth. However, the childminder allows free access to drinks brought from home. Children choose to drink juice rather than the water or milk provided.

- The childminder is aware of the importance of promoting children's understanding of people, cultures and communities beyond their own. Children make friendships as they meet with other childminders and make trips to local museums, parks and groups. The childminder tries to provide interactions and experiences that the children might not otherwise have.
- The childminder supports children to build on what they already know and can do. For example, the childminder encourages children to count further by modelling the correct numbers as they increase. The childminder is patient with the children and offers thinking time for reflection. All children make good progress in their learning and development.
- The childminder has accessed a range of professional development courses and is keen to keep updating her subject knowledge. However, she has not fully considered more focused training opportunities for herself to enhance the implementation of the curriculum across all areas of children's development.
- Parents share that they are happy with the high levels of care given to children. They feel that they are kept well informed of development areas and that communication with the childminder is strong, which enables parents to further support learning at home.

Safeguarding

The arrangements for safeguarding are effective.

The childminder completes regular training to ensure her knowledge of safeguarding is kept up to date. She conducts risk assessments to ensure the safety and welfare of children, especially when out on trips in the local area. She adapts these risk assessments in line with her experiences. The childminder has a clear understanding of the signs and symptoms that may lead her to be concerned about varied forms of abuse. She also understands the reporting procedure she must follow in these circumstances. The childminder has a sound knowledge of safeguarding concerns, including radicalisation.

What does the setting need to do to improve?

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

- focus professional development more precisely on gaining skills and knowledge that can be used to enhance children's learning
- support parents to provide children with consistent messages about healthy food and drink choices.

Setting details

Unique reference number	EY461279
Local authority	Bury
Inspection number	10075430
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 10
Total number of places	6
Number of children on roll	9
Date of previous inspection	12 July 2016

Information about this early years setting

The childminder registered in 2013 and lives in Prestwich. She operates all year round, from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Shaun Wilson

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 provider and has taken that into account in their evaluation of the childminder.
- The childminder and the inspector held a learning discussion together to understand how the curriculum is organised.
- The inspector observed the childminder's interactions with children during adult-led activities and reviewed this with the childminder.
- The inspector saw written feedback from parents during the inspection and took their views and feedback into account.
- The childminder provided the inspector with a sample of key documentation and the inspector reviewed the evidence of suitability for all household members.

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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