

Childminder report

Inspection date:

22 September 2022

Overall effectiveness	Good
------------------------------	-------------

The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous
inspection

Good

What is it like to attend this early years setting?

The provision is good

Children learn new knowledge and skills with the childminder. They are safe and happy. Children quickly form close relationships with the childminder which helps them to feel settled and secure. Children behave well and respond positively to the childminder.

The childminder has high expectations of children's learning. Children involve the childminder in their play. For example, as children play with baby dolls, the childminder encourages them to cover the baby with a blanket and pretends to give it a bottle. Children copy her actions, developing their own role-play skills.

Children learn care and concern for living things as they play alongside the childminder's dog. They play outdoors daily in the secure garden. Resources inside and outside support children's learning. Children socialise and make new friends at a variety of playgroups. They learn about the natural environment as they go on walks and visit local parks. Children explore the wider world as they take trips to farms, beaches and towns. This helps children to develop an understanding of their own and wider communities.

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

- The childminder knows children very well. She keeps track of their progress to help make sure children's learning consistently develops. The childminder plans next steps for children that are purposefully chosen to extend their learning. All children make good progress.
- The childminder provides good support for children's developing communication and language skills. She narrates everything she does and repeats key words for children. The childminder consistently introduces new vocabulary so that children hear and learn new words at a rapid pace. For example, as children explore jelly and dough, the childminder tells children it feels 'squishy' and 'cold'. This helps children to become confident communicators.
- Children are encouraged and supported to develop their physical skills. For example, as children are beginning to take their first steps, the childminder holds their hands to help support them. The childminder challenges them to take their first steps on their own, offering lots of praise when they do. This helps children to develop their perseverance and good physical skills.
- Children have positive attitudes towards learning. They are eager to explore and investigate. Children show great focus as they concentrate on activities for an extended period of time. This helps children to take full advantage of the learning opportunities on offer.
- Care routines are sensitive and warm. The childminder involves children in the nappy-changing process which supports children's personal development.

However, on occasion, younger children's independence is not fully encouraged. For example, children are not supported to wash their own hands or to wipe their own noses. This means that younger children's personal independence skills are not developing consistently.

- The childminder offers lots of praise and encouragement to children. For example, children develop their fine-motor skills as they put disks into a tube. The childminder tells children 'well done' and 'excellent' as they achieve their aim. This helps to build their self-esteem and confidence.
- The childminder teaches even the youngest children about their emotions. For example, she expresses that cuddles make her happy and asks children if cuddles help them to feel happy. This supports children's understanding of their own feelings and helps them to learn how to express themselves.
- Partnerships with parents are strong. The childminder keeps in touch with parents through regular discussions. She sends parents messages and photos daily. This helps parents to understand what children have been learning so that they can continue and extend this at home.
- The childminder takes part in training to help keep her knowledge and skills up to date. She accurately evaluates her practice and takes steps to ensure it continually develops over time. This helps the childminder to fulfil her role effectively.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands different types of abuse and what signs she is alert to. She knows how to report any concerns she has. She assesses risks in order to help her to provide a safe environment for children. The childminder considers the impact of her pets on children and provides areas for the animals to be separate from children if required. The childminder keeps accurate records of accidents and incidents that occur at home and at her setting. This helps her to keep children safe.

What does the setting need to do to improve?

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

- enhance opportunities for the youngest children to develop their independence and self-care skills.

Setting details

Unique reference number	EY461999
Local authority	Bolton
Inspection number	10236167
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 4
Total number of places	6
Number of children on roll	4
Date of previous inspection	24 November 2016

Information about this early years setting

The childminder registered in 2013 and lives in the Harwood area of Bolton, Greater Manchester. She operates from 7.30am to 5pm, Monday to Thursday, excluding bank holidays and family holidays. The childminder has a relevant early years qualification at level 3.

Information about this inspection

Inspector

Amanda Richards

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 childminder and has taken that into account in their evaluation of the provision.
- The childminder and inspector completed a learning walk together and discussed the early years curriculum.
- Children communicated with the inspector during the inspection.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector carried out a joint observation with the childminder.
- Parents shared their views with the inspector.

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 2022