

# Childminder report

---

Inspection date:

1 November 2022

---

## **Overall effectiveness**

## **Outstanding**

---

The quality of education

**Outstanding**

Behaviour and attitudes

**Outstanding**

Personal development

**Outstanding**

Leadership and management

**Outstanding**

Overall effectiveness at previous inspection

Good

## **What is it like to attend this early years setting?**

### **The provision is outstanding**

Children are incredibly happy and excited to attend this inviting setting. They enjoy a wealth of experiences which are thoughtfully planned by the ambitious and passionate childminder. Children remember and talk about what they have been learning with her. For instance, they look at photos of themselves and relay accounts of the days they have enjoyed. They seek the childminder for her enthusiastic involvement in their play. Children enjoy a curriculum supported by plentiful resources that appeal to all ages and stages of development.

Children's understanding of a healthy lifestyle is well promoted, and they benefit greatly from high-level involvement in the preparation of healthy snacks and activities to promote good oral health. Children make informed choices about food they would like to eat, and they are well supported to develop their fine motor skills and hand-to-eye coordination. For example, children practise and refine their chopping and cutting skills, using appropriate equipment to safely make fruit kebabs for their morning snack. Children enjoy the activity; the childminder skilfully introduces challenges to further develop children's mathematical awareness.

Children's behaviour is exceptional. They understand the rules and expectations of the setting. Children play cooperatively together. They show empathy towards one another. They learn how to articulate their feelings and how their actions may affect others. The childminder teaches the children ways to self-regulate, using breathing techniques. Children respond positively to the childminder's instructions.

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

- The childminder accurately reviews each child's progress. She plans next steps and opportunities based on children's interests and abilities. These are shared with parents regularly. This substantially contributes to the excellent progress children make.
- The childminder is committed to her continuous professional development. She regularly attends additional training to keep her skills and knowledge up to date. She liaises with other professionals to support her practice and ensures the children are ready for their move on to school.
- There is excellent promotion for children's learning outside. Children make frequent visits to their allotment where they play an active role in looking after the vegetables and flowers they grow. Exceptional teaching linked to these experiences enables children to have an in-depth understanding of where vegetables come from, how they are grown and how they support their healthy development.
- Parents could not be happier with the care the childminder provides. They value the vast range of opportunities children have to learn outside the childminder's

home. They are pleased at the rapid progress their children make; they report their child looks forward 'to daily adventures'. Parents feel fully informed about their children's learning and development.

- Children have many wonderful opportunities to experience the wonders of the world in which they live. They visit a forest school once a week, where they can freely explore and learn about nature. Children experience the natural world around them. They develop a superb understanding of the natural world as they experience the changing seasons and play out in all types of weather.
- The promotion of diversity and inclusion is embedded in the setting's practice. The childminder ensures that the environment reflects all children positively. Therefore, children demonstrate high levels of confidence and self-esteem. As children grow, they learn what makes them unique and to respect the individuality of others. Celebrations and festivals are embedded in the planning so that children learn about the world they live in.
- The children enjoy helping to care for the pet hamster. They discuss not putting their fingers into the cage in case 'the hamster thinks they are carrots'. The opportunities children experience gives them a wider perspective on the world around them and how to care for living creatures.
- The childminder puts high emphasis on children becoming independent. During self-care routines, such as handwashing, good habits are embedded. Children remind each other to wash their hands 'to get rid of the germs'. Children benefit from the positive attitude of the childminder. She clearly demonstrates she wants the best for the children in her care.
- Children demonstrate high levels of confidence during story time with the childminder. They join in enthusiastically to recreate the story using props from the story suitcase. Children willingly help each other make new props to further extend the learning experience. They demonstrate a 'have-a-go attitude', as they recreate the story together using the props they made together.

## Safeguarding

The arrangements for safeguarding are effective.

Children's safety is of paramount importance to the childminder. She always takes stringent precautions to protect children, both within the home and while on outings. The childminder empowers children to recognise potential hazards themselves through her highly effective teaching. For example, children understand the rules around the campfire at forest school. The childminder understands her responsibility towards safeguarding children exceptionally well. The childminder clearly understands the signs that indicate children may be at risk of harm and abuse and has a robust procedure for reporting this. She understands the procedure to follow should an allegation be made against herself or anyone in her household. The childminder is aware of safeguarding concerns, including those relating to children being exposed to extreme views and female genital mutilation.

## Setting details

<b>Unique reference number</b>	316715
<b>Local authority</b>	Bury
<b>Inspection number</b>	10234516
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	6
<b>Number of children on roll</b>	3
<b>Date of previous inspection</b>	9 January 2017

## Information about this early years setting

The childminder was registered in 1998 and lives in the Prestwich area of Bury, Greater Manchester. She operates from 8am until 3.15pm, Tuesday to Friday, term time only, excluding bank holidays and family holidays.

## Information about this inspection

### Inspector

Lisa Grundy

### 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 provider.
- The childminder showed the inspector the premises and discussed how they ensure it is safe and suitable.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- Parents shared their views of the setting with the inspector.
- Children communicated with the inspector during the inspection.
- The childminder provided the inspector with a sample of key documentation on request.

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](mailto: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/](http://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](mailto: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](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2022