

Childminder report

Inspection date: 2 November 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	Not applicable
--	----------------

What is it like to attend this early years setting?

The provision is good

Children receive a warm welcome from the friendly and caring childminder. They are happy and safe in the well-organised and stimulating environment the childminder and co-childminder have created. Children form secure attachments with the childminder, which promotes their emotional well-being very effectively. They eagerly enter the inviting and welcoming playroom and settle quickly as they immerse themselves in play. Children are motivated learners. They show good levels of determination as they persevere when completing puzzles. Children listen carefully to the childminder's suggestions for matching pieces. She uses lots of mathematical language. On completion, children smile with delight as they are praised for their achievement. This helps to develop their confidence and boost their self-esteem.

The childminder knows the children well. She gathers relevant information from parents about what children know and can do from the time they start. She uses this information, alongside her own observations, to provide opportunities that help develop children's next steps in learning. Children demonstrate good levels of behaviour and follow instructions very well. They take their own shoes off after playing outside and help tidy away the toys. Children readily let their wishes be known to the childminder. She is responsive to their needs, such as when they need a cuddle or a drink. Consequently, children are developing their independence and sense of belonging.

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

- The childminder uses her good knowledge of child development and children's individual needs to create a curriculum that is designed to ensure all children make good progress. She has a clear understanding of each child's individual needs and what they need to learn next. As a result, children achieve well.
- Children enjoy playing with the childminder as she plays alongside them while they explore and investigate toys and resources. However, the childminder is sometimes too quick to move children on to the next activity, and this interrupts their concentration and learning.
- Children's communication and language skills are supported well. The childminder engages children in conversation as they play and repeats words back correctly to them. She introduces a wide range of vocabulary and encourages children to extend their sentences. Children hear lots of words and are developing good language.
- Children select their favourite books for the childminder to read. They eagerly listen as the childminder animatedly brings the story of Goldilocks and the Three Bears to life. Children giggle with glee as they join in the story, saying the porridge is 'too hot' or 'too cold'. Children's emerging literacy skills are

developing well.

- The childminder supports children's early mathematics skills well. For example, she supports children to count in sequence as they build towers from building blocks. The childminder introduces concepts such as size and weight. She uses words including 'bigger' and 'smaller', 'heavy' and 'light'. This helps children to develop an understanding of mathematical language.
- The childminder ensures that children have a broad range of experiences that build on their understanding of the wider community. Children enjoy daily outings to a variety of places, including the park, library and soft play. This helps to promote their physical development and well-being.
- The childminder develops good relationships with parents. She regularly shares updates of children's learning and development with them, including the required written progress check for children aged two years. The childminder follows parents' wishes, adopting a consistent approach to children's care.
- Children explore their surroundings with confidence and make independent choices about their play. They are polite and curious. However, the childminder does not fully extend children's understanding of how to manage their feelings and frustrations and help them manage turn taking more effectively.
- The childminder reflects on her practice and evaluates the effectiveness of her provision. She completes relevant training and is keen to develop her professional knowledge further. The childminder works closely with her co-childminder to evaluate practice and identify areas for development. She has a clear vision and is committed to achieving the best outcomes for all children.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a broad and secure knowledge of child protection matters. She has a clear understanding of the signs and symptoms of abuse, including 'Prevent' duty and female genital mutilation. The childminder recognises the action she should take if there are concerns raised about a child's welfare. She knows that she can seek support and advice from other professionals. The childminder understands the action to take if a concern is raised about herself, her co-childminder or any of her household. She undertakes effective risk assessments to ensure that the setting 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:

- provide children with more time to explore activities thoroughly, to encourage learning beyond what they already know and can do
- support children to understand and manage their emotions and feelings, to support their sharing and turn-taking skills.

Setting details

Unique reference number	2587982
Local authority	Bolton
Inspection number	10251161
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	2 to 2
Total number of places	6
Number of children on roll	1
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2020. She works with a co-childminder in the Great Lever area of Bolton. The childminder operates all year round, from 8.30am to 5pm, Monday to Friday, except for bank holidays and family holidays.

Information about this inspection

Inspector
 Rachelle Pole

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 provider.
- The childminder showed the inspector the premises and discussed how they ensure it is safe and suitable.
- The childminder spoke to the inspector about their intentions for children's learning.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector read written feedback from parents and took their views into consideration.
- The inspector talked to the childminder about how she evaluates the provision.
- 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.

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