

# Childminder report

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Inspection date:

29 November 2022

<b>Overall effectiveness</b>	<b>Good</b>
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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 and their families are warmly welcomed into the home of this very experienced childminder. Children are happy and safe in this caring, home-from-home environment. They quickly form secure attachments with the childminder, which contribute positively to their emotional well-being.

Children have lots of exposure to activities and experiences they enjoy. These help them to develop many of the skills and attitudes they need in preparation for school. Children listen carefully to instructions. They delight in the opportunity to weigh out and mix the ingredients they need to make their own dumplings for the casserole. As children play, they are learning to count, recognise shapes and compare sizes. Children are supported to develop a love of books. They snuggle happily alongside the childminder as they listen to stories and sing familiar rhymes. Overall, the childminder supports children well. However, at times, she is too eager to help or offer suggestions. This means children are not always given enough thinking time, to enable them to independently solve problems or respond to questions.

During the COVID-19 pandemic, the childminder continued to work closely with parents to help minimise the disruption to children's care and learning. She is mindful that children have had fewer opportunities to develop their social skills. To help address this, she works closely with another childminder and attends group activities. These help to build children's confidence in social situations.

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

- The childminder uses her knowledge of children's interests and her general awareness of their capabilities to provide individual support. However, she does not always give children the thinking time they need. Additionally, the childminder does not always precisely identify the knowledge children already have, to help her plan activities that challenge children to reach the highest level in their learning.
- The childminder models language appropriately and monitors effectively the progression of children's speech and communication skills. She works closely with parents, encouraging them to seek and then share the advice of relevant professionals. This means that children who are at risk of delay receive additional support as soon as possible.
- The childminder is a positive role model. Expected behaviours are clearly explained, and children are learning how to manage their own behaviour.
- The childminder helps children to learn about the importance of a healthy diet and lifestyle, including good oral health. Children enjoy a range of freshly prepared healthy meals and snacks. They benefit from daily opportunities to be

physically active. This helps to promote their good health and well-being.

- The childminder supports children well to achieve personal independence. Older children confidently take off their coats and hang them on low-level pegs. They use small knives with increasing skill, for example, as they chop their own fruit at snack time. Children spontaneously help the childminder to wipe the table and tidy up once they have finished their activity.
- Real experiences, as children see and meet people in the local community, are supported by positive discussions. However, opportunities for children to learn more about themselves and the lives of others, to prepare them for life in modern Britain, are not fully developed.
- Partnerships with parents are strong. Daily discussion, alongside electronic communication, is used effectively to exchange information. The childminder knows the children and their families well. She is routinely informed about children's lives and routines outside her care. This helps to ensure a shared approach to children's care and learning.
- The childminder manages her setting well. She is committed to providing good-quality care and education. She is aware that some opportunities for professional development have been limited during the pandemic. She has welcomed support and advice from her early years advisor and has recently accessed relevant training to improve the quality of her provision.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has recently completed training. This has given her a secure understanding of her role and responsibility regarding child protection. She has a written policy, and relevant contact details are readily available. This means she can implement appropriate procedures without delay if she is concerned about a child's welfare. This includes in the event of an allegation being made against herself or a member of the household. The childminder implements effective risk assessments to keep children safe in her home and while on outings. Age-appropriate explanations help to raise children's awareness of how they can appropriate risks and keep themselves safe, such as when climbing on large equipment.

## What does the setting need to do to improve?

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

- extend the programme of professional development to support the delivery of a more coherently planned and sequenced curriculum
- ensure children have enough time to think and respond to questions and problems, to help consolidate their learning
- strengthen the educational programme to further raise children's understanding

of people, families and communities, including their own.

## Setting details

<b>Unique reference number</b>	EY367124
<b>Local authority</b>	Bolton
<b>Inspection number</b>	10235175
<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>	1 to 11
<b>Total number of places</b>	6
<b>Number of children on roll</b>	8
<b>Date of previous inspection</b>	29 November 2016

## Information about this early years setting

The childminder registered in 2008 and lives in Farnworth, Bolton. She operates all year round, from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3 and, on occasion, she employs an assistant.

## Information about this inspection

### Inspector

Vickie Halliwell

### 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 inspector observed the quality of education being provided. She assessed the impact these activities had on children's learning.
- The childminder and the inspector discussed how the teaching observed extended children's understanding and linked into the learning intentions for the children.
- The inspector checked all areas of the premises used by children, including the garden.
- The inspector reviewed some documents, including the childminder's insurance and first-aid certificate.
- The inspector completed a learning walk with the childminder to discuss how the curriculum is planned and implemented.

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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