

Childminder report

Inspection date:

7 December 2022

Overall effectiveness	Good
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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

Inadequate

What is it like to attend this early years setting?

The provision is good

As children arrive at this welcoming setting, they lead their parents into the playroom and are keen to show them their artwork. Children beam with delight as the childminder sings to them. They embrace her with cuddles and have a strong sense of belonging. Children share interactive toys with the inspector and select books to read with the childminder. They show positive attitudes towards their learning and behave well.

Children enjoy playing musical instruments and are fascinated while dressing up in traditional African clothing. They enact roles of chefs while making the childminder pretend food and are keen to give her a drink. Children show good levels of perseverance while completing puzzles. They develop their early mark-making skills while painting and drawing. Children help to put their own coats and shoes on. They help to tidy toys away and show pride in their play environment. Children gain the necessary skills to support them in their next stages in learning, including their move on to school.

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

- The childminder has worked exceptionally hard to raise standards and address weaknesses identified at the last Ofsted inspection. She has utilised support from the local authority to achieve this. The childminder wants the best for the children in her care. She uses accurate self-evaluation to continue to improve.
- The childminder provides children with a curriculum that builds on what they already know and can do. Children are fascinated by the array of exciting activities on offer, such as exploring frozen sand. In the main, assessment arrangements are effective. However, the childminder wants to better use the information she gains from assessments to help children make even better progress in their learning.
- Overall, care practices are good. Children settle exceptionally well and are assured in the care of the friendly childminder. She provides children with healthy foods and teaches them about good oral health. However, the childminder does not always provide children with clear messages about the importance of good hygiene practices. For instance, some children do not wash their hands before they eat and after blowing their noses.
- The childminder attends mandatory training, such as first aid and safeguarding. She has identified that she wants to strengthen her professional development programme, to help raise her practice to an even higher level.
- Partnership working is strong. Links with parents and other professionals are built on mutual respect and trust. Parents commend the childminder for helping their children 'thrive'.
- The support in place for children who speak English as an additional language is

good. The childminder uses dual languages and seeks the support of external professionals. Children who speak English as an additional language make good progress and quickly gain a good command of English.

- The childminder skilfully promotes children's large-muscle development. She has recreated her outdoor area into a hub of physical adventure. Children relish jumping, running and playing football.
- Children show a love of reading. They cuddle into the childminder for their favourite stories and show delight at the illustrations. Children have access to a wide range of books and take these home to share with their parents.
- The childminder teaches children about the world around them. Children delight in learning about Christmas and other festivals, such as Diwali. Children draw self-portraits, where they learn that it is okay to have different hair, eye and skin colour. This helps children to develop an awareness of similarities and differences beyond their own experiences.

Safeguarding

The arrangements for safeguarding are effective.

Risk assessments are robust and the premises are safe and secure. The identification of visitors is checked and clear expectations are given regarding the safe use of mobile phones and cameras. The childminder attends child protection training and keeps abreast of changes in local and national safeguarding guidance. She is aware of the referral procedure and understands the steps to take if an allegation is made against herself or a household member. The childminder teaches children about e-safety and road safety. She is aware of the possible signs that may indicate a child is at risk of harm, such as female genital mutilation and forced marriages.

What does the setting need to do to improve?

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

- refine information gained from assessments, to help children make even better progress
- strengthen hygiene practices, particularly in relation to teaching children about the importance of washing their hands before eating and after wiping their noses
- establish a highly effective programme of professional development, to raise practice to a higher level.

Setting details

Unique reference number	EY405744
Local authority	Bolton
Inspection number	10250509
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	8 July 2022

Information about this early years setting

The childminder registered in 2010 and lives in Bolton, Greater Manchester. She operates Monday to Friday, from 8am to 5.30pm, all year around except for bank holidays. The childminder holds an early years qualification at level 3.

Information about this inspection

Inspector

Luke Heaney

Inspection activities

- The inspector discussed any continued impact of the pandemic with the childminder and has taken that into account in his evaluation of the setting.
- The childminder and the inspector completed a learning walk.
- The inspector observed the interactions between the childminder and children throughout the inspection and evaluated the impact on children's learning.
- Relevant documentation was reviewed by the inspector, including evidence of the training of the childminder.
- Written comments from parents were taken into consideration by the inspector.
- An observation of an activity was carried out, and the inspector and the childminder discussed this afterwards.

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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