

Childminder report

Inspection date: 27 January 2023

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children are happy and exude confidence. They choose favourite nursery rhymes by selecting picture cards that represent the song. Children sing with enthusiasm and remember the song lyrics. When the childminder pauses her own singing to allow them to continue, children carry on enthusiastically until they finish the verse. Children's understanding of the world is given high priority. For example, they go to the beach, roll down sand dunes and make wigwams.

Children are self-assured little people. They join in with a pat-a-cake game, secure and content in the care of the childminder. Children know their voices are listened to as the childminder allows them to take the lead. Children are actively involved in decision-making. For example, children choose what to play with, how long they spend on activities and decide when they would like to go out for a walk.

Children have a positive attitude towards learning. They display a 'can-do' attitude and are becoming very independent. For example, young children climb the staircase with agility, feed themselves and put their own coats on with little or no help. Relationships between the childminder and children are based on mutual respect. Children snuggle in to the childminder and seat themselves firmly on her lap. They are completely at ease, surrounded with love, close attention and care. These caring relationships help children to learn to consider others. Children share toys and 'fist bump' others as a greeting. They develop an empathetic approach. For example, children carefully handle the childminder's new puppy and know that the puppy is small and may need a sleep.

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

- All children, including those who need a little more help, make good progress from the skills they start with. The childminder plans activities and experiences that capture children's imaginations so they are ready for what comes next. Children are being prepared well for writing in school. For example, young children expertly use stamps to make prints on paper. Older children strengthen their grip and develop pencil skills as they use marker pens to draw on a wipe-clean book.
- The childminder ensures that children's awareness of number and colour recognition is promoted. One example of this is when the childminder and children play a 'bug' board game together. Children match coloured insects and count the number of spots on the bugs. They use some mathematical language and show their developing awareness of prepositions as they place the coloured bugs 'under' the rug.
- Through her own accurate assessments, the childminder has identified communication and language as the current priority for the children in her care.

She aims to incorporate this aspect of learning into her ambitious curriculum. However, the childminder sometimes fails to reinforce correct sentence structure and pronunciation, and in her enthusiasm she does not always allow sufficient time for children to respond verbally to her questioning. However, overall, children's speaking skills are improving.

- The childminder knows that sometimes young children struggle to regulate their behaviour. She uses methods adopted from behaviour management training to focus children's attention successfully. This helps to calm children down so they can begin to manage their own feelings. Children behave well.
- Children's physical health and well-being are well supported. The childminder ensures that children have freshly cleaned hands before they eat finger food. Children know to wash their hands after petting the puppy. They enjoy fresh air and exercise during the many planned outings, including visits to play centres, parks and local areas of interest.
- Parents speak positively about the 'experienced, supportive and approachable' childminder. She is recommended in the local area and has cared for siblings for many years. The childminder shares photographs with parents to show different outings and activities that she provides for children. However, some parents would like more precise information about children's learning and development, to enable them to support their children's progress and early education more consistently.
- The childminder works closely with another childminder and arranges meetings for them to get together and share good practice. She also attends a regular online forum for childminders in the community. These are some of the ways, alongside accessing available training, that have helped the childminder to maintain a good standard since the last inspection. However, she does not routinely review her own practice and skills or focus on any specific areas for improvement.

Safeguarding

The arrangements for safeguarding are effective.

Children play and explore in an environment that is free from hazards. The childminder's home is safe and suitable. She assesses any possible risks and takes steps to minimise these. For example, the childminder cares for young children and she uses safety gates to prevent unsupervised access to upstairs. She provides age-appropriate software to allow children to access technology safely. Older children do not use the internet without supervision. The childminder keeps all required records and also maintains a document to evidence any minor injuries on a body map. She has completed relevant training on paediatric first aid and child protection. This helps her to know what to do to protect children's safety and welfare.

What does the setting need to do to improve?

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

- implement the intended curriculum for communication and language more consistently
- provide more detailed feedback to parents in relation to what children are learning
- reflect on practice more precisely to identify and address any minor gaps and raise quality to the highest level.

Setting details

Unique reference number	315486
Local authority	Bolton
Inspection number	10263630
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 11
Total number of places	6
Number of children on roll	6
Date of previous inspection	8 May 2017

Information about this early years setting

The childminder registered in 1999 and lives in Horwich, Bolton. She operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays.

Information about this inspection

Inspector

Layla Davies

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 setting.
- The quality of education was observed and the inspector assessed the impact this has on children's learning.
- The inspector viewed the premises and discussed the intent of the curriculum during a learning walk.
- The childminder and the inspector evaluated an activity together.
- Relevant documentation was checked and discussed, such as policies and procedures and training certificates. The inspector reviewed the childminder's self-evaluation and checked evidence of her suitability and the suitability of her household members.
- Children were spoken to when appropriate.
- The childminder and the inspector held ongoing discussions throughout the inspection.
- The inspector held discussions with parents.

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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