

Childminder report

Inspection date: 14 February 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	Outstanding
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What is it like to attend this early years setting?

The provision is good

Children enjoy an immaculate, spacious and thoughtfully planned environment that promotes children's learning and reflects their interests well. Children benefit from individual attention from the childminder. Her expectations for all children are high, and she strives to ensure all children succeed. She has a secure understanding of what children can already do, and the curriculum builds on this knowledge. For instance, younger children demonstrate independence by choosing their favourite book about a bus from the bookshelf and picking a bus from the toy box. Children confidently share their choices with the inspector.

Children have a strong and caring bond with the childminder. Children behave very well and are polite. As an example, the childminder helps younger children by modelling language such as 'yes please' and 'thank you', encouraging children to repeat these back to her at appropriate times. Therefore, younger children are beginning to recognise simple manners. Care and hygiene practices are embedded well. The childminder ensures that children's emotional well-being is a priority. For example, during the inspection, the childminder encouraged a young child to have a go at wiping their nose before asking permission to ensure this task was carried out successfully. There is a clear sense of mutual respect, resulting in happy, confident children who are excited to attend this welcoming setting.

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

- The childminder has a robust understanding of all areas of development and how to plan for them. She meticulously plans to help all children, including children with special educational needs and/or disabilities and children who speak English as an additional language, to progress from their starting points. Moreover, through monitoring and assessment, any delays in progress are swiftly identified, and the childminder plans activities to further support children. For example, she uses a sound bank with pre-recorded words such as 'mummy' and 'daddy' in both Italian and English to aid understanding and listening skills.
- Partnerships with parents are strong. Parents value the daily handover, where they discuss their children's experience and progress in development. In addition, parents say that communication is 'great'. For example, parents are keen to continue children's learning at home by signing songs and doing the actions the children have learned with the childminder. Furthermore, parents work with the childminder to provide key phrases and nursery rhymes in their home language to support children's learning and development.
- The childminder is very committed to improving her understanding and knowledge of how children learn and how to keep them safe. She reads articles, watches webinars and undertakes specific courses in order to maximise her practice. For example, she has completed extra courses on food allergy

awareness and introduced a strict policy on the setting being a nut-free zone. Additionally, information is shared with parents on nut-free packed lunches to reduce the risk of allergic reactions and to maximise children's safety and well-being.

- The childminder enhances her curriculum with outings. For example, children enjoy trips to the allotment, where they meet their friends from another setting. They learn about nature and planting and explore different environments. Moreover, parents report that their children enjoy the allotment and have grown in confidence around other children and adults. As a result, children build on their knowledge of the world and improve their self-confidence.
- Children demonstrate high levels of engagement as they play. They excitedly involve themselves in activities and actively explore. For example, children enjoy moving coloured rice from a large tray into a mixture of different-sized pots and containers, using a range of tools. However, at times, the childminder introduces further resources, such as musical instruments, prematurely. This causes children to become disengaged and therefore does not enhance learning opportunities.
- The childminder is self-evaluative. She is very aware of her strengths and areas for improvement, as well as those of her assistant. She has high expectations for her provision and strives to continuously improve. For instance, the childminder is keen to further develop her outdoor area to support her curriculum even further.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure understanding of safeguarding. Her training in child protection and first aid are up to date. As a result, the childminder is confident in recognising signs that may cause concern and the safeguarding procedures to follow to help keep children safe. The childminder supervises children diligently and teaches them how to keep safe, especially when they are eating. For example, when eating blueberries, the childminder models how to squash them flat to minimise the risk of choking. The premises are safe and secure. As a result, children's well-being and safety are a fundamental priority.

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 adequate time to explore resources before introducing more, to support their active learning.

Setting details

Unique reference number	EY462659
Local authority	Bury
Inspection number	10265160
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 2
Total number of places	12
Number of children on roll	3
Date of previous inspection	25 May 2017

Information about this early years setting

The childminder registered in 2013 and lives in the Whitefield area of Bury, Greater Manchester. She operates from 8.30am to 5.30pm, on weekdays, excluding bank holidays and family holidays. The childminder sometimes works with an assistant, who is unqualified. The childminder provides funded early education for children aged three and four years old.

Information about this inspection

Inspector

Kelly Little

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 all areas used for childminding.
- The inspector held discussions with the childminder and looked at relevant documents, including a first-aid certificate, at appropriate times during the inspection.
- The inspector carried out a joint evaluation of an activity with the childminder.
- The inspector looked at parents' testimonies that were provided to the childminder via email.

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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