

Childminder report

Inspection date: 8 March 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 benefit from a strong curriculum that promotes their independence and encourages their imagination and creativity to a high level. The childminder demonstrates good practice when following children's interests to further their individual progress. Children build extremely strong bonds with the childminder, who is kind and caring. Children manage their feelings well. For example, they are initially unsure of any visitors to the setting. Nevertheless, they quickly settle with some reassuring words and show that they feel safe and secure when the childminder is close by.

The childminder has high expectations and strives for all children, including those with special educational needs and/or disabilities, to succeed. She knows the children extremely well and supports their learning by skilfully using her knowledge and experience to plan activities to help children progress. The childminder uses a variety of assessments to swiftly identify any areas for development and works closely with other professionals to further support children's learning. For example, she uses favourite toys such as number puzzles and encourages children to recall each number piece to develop increasing levels of confidence in communication and language. Children's well-being and development are of high priority. As a result, children are happy and make good progress.

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

- Working in partnership with parents is a key strength of the childminder's practice. Parents report that she shares information about their children's progress through daily handovers. As such, parents comment that the childminder goes 'above and beyond' to ensure that children's learning and care needs are met. For example, the childminder provides updates on safe sleeping arrangements, such as co-sleeping and bedsharing, and information on groups out in the community, which extends children's learning experiences. These partnerships help to provide a consistency of care.
- The childminder frequently assesses children, and any delays or areas of concern are quickly identified. The childminder adjusts activities to support and meet the needs of every child. For instance, she strategically places sensory toys for children to access when they are becoming overwhelmed. Therefore, with support, children are beginning to understand and manage their own feelings.
- The childminder enhances the curriculum by ensuring children have daily opportunities to explore their local community. The childminder plans activities outside of the home to give children new social experiences. Children attend regular sensory play sessions and go on trips to the park. They meet new children and people and develop confidence in new social situations. Therefore, children are learning about the world around them while developing their self-

confidence.

- Children exhibit high levels of engagement as they play. For example, children enjoy mark making and creative play. They listen to and follow the childminder's instructions and eagerly try new skills. For example, they attempt to glue different shapes together using a range of resources, such as a paintbrush and glue stick. Therefore, children are beginning to develop their dexterity and coordination. However, the childminder sometimes does not reflect on when to introduce new resources. As a result, children become distracted, which interrupts their current learning opportunities.
- The childminder is determined to ensure that all children succeed by receiving the best start. She is self-evaluative and strives to continuously improve her practice and enhance the teaching of the curriculum. For instance, she attends courses on working with babies and preparing children for their transition to school. Attending training helps her to provide good levels of care for children.
- The childminder promptly helps children or fulfils any care needs they have, supporting their well-being effectively. For instance, the childminder asks to clean children's faces and encourages them to have a go themselves. Therefore, children are beginning to develop their independence and manage their personal needs.

Safeguarding

The arrangements for safeguarding are effective.

The childminder ensures that her knowledge of child protection is relevant and up to date. Therefore, she fully understands the procedures to follow should any safeguarding concerns arise. Children have a thorough understanding of emergency evacuation procedures. For example, children know what to do when the smoke alarm goes off. This helps to raise their awareness of any potential dangers they may come across within the home environment. All areas used for childminding are safe and secure. The childminder also holds an up-to-date first-aid certificate. With these measures in place, the childminder helps to keep children safe from harm.

What does the setting need to do to improve?

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

- enhance ways children are provided with adequate time to explore resources in order to further promote their focus on learning.

Setting details

Unique reference number	EY469154
Local authority	Bolton
Inspection number	10280470
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	3 to 3
Total number of places	3
Number of children on roll	3
Date of previous inspection	21 August 2017

Information about this early years setting

The childminder registered in 2013. She lives in the Harwood area of Bolton. The childminder provides flexible provision incorporating weekdays, weekends and overnight care, all year round, with the exception of personal and public holidays.

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 childminder and has taken that into account in their evaluation of the provider.
- The childminder showed the inspector all areas used for childminding.
- The inspector viewed a sample of parent testimonials that were provided to the childminder via email.
- The inspector carried out a joint evaluation of an activity with the childminder.
- The inspector held discussions throughout the inspection with the childminder and looked at relevant documentation, including a first-aid certificate, at appropriate times.

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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