

Childminder report

Inspection date: 22 June 2023

Overall effectiveness	Good
------------------------------	-------------

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 settle well and are happy in the childminder's care. They delight in her company and snuggle close to her as they explore and name puppets during story time. The childminder is kind and caring towards children. She engages children well while helping them to learn. For example, she stays close during a kitchen role-play activity. The childminder models play by using her imagination to feed the teddy bears. The children are motivated to learn and confidently move freely to access toys and activities on offer. Children have close bonds with the childminder. She is attentive to the children and helps them to feel happy, safe and secure.

Children benefit from a curriculum that reflects their interests. The childminder has clear expectations of what children need to learn. This includes following instructions, listening to stories, developing good hand-eye coordination and being effective communicators. Children visit local parks and other places of interest. They have opportunities to see different people and play alongside their peers. These experiences enable children to feel part of the local community and understand more about the world. The childminder has high expectations of children's independence and supports them in carrying out activities for themselves. This helps children to build confidence and self-esteem.

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

- The childminder has a clear intent for the curriculum she offers. She focuses on the prime areas of the early years foundation stage. The childminder builds on children's skills and knowledge. For example, children have lots of opportunities to develop their small-muscle skills. They scoop and pour oats and confidently build towers from bricks. Children are developing the skills they need for when they move on to the next stage of their education.
- Children love to babble in their play and have developed a good relationship with the childminder. They learn to share conversation and verbalise sounds as the childminder reads books to the children. The childminder talks constantly with the children, encouraging them to express themselves. However, the childminder does not use questions effectively to support children's vocabulary and thinking processes. This means that children are not always given the time to absorb what is being said or to respond to questions in their own way.
- Overall, the childminder supports children's developing language skills well. However, support for children who speak English as an additional language is not as well established. The childminder does not routinely use familiar words from children's first language. This does not help to give children a sense of belonging or develop their language skills to the highest level.
- The childminder has a gentle and friendly manner. She models the use of polite words, such as 'please' and 'thank you', when interacting with the children.

These practices contribute to children's positive behaviour.

- The childminder promotes children's independence skills from an early age. For instance, young children help to tidy; they use sweeping brushes confidently, and they wash their hands before mealtimes. This supports children's independence skills well and teaches them important self-care skills.
- The childminder shares information with parents in a range of ways. For example, she speaks to them at the beginning and end of the day, sends digital messages and completes daily diaries. Parents are happy with the care and education their children receive. Parents feel that their children are making good progress. Effective communication with parents enables the childminder to provide consistent care, which helps children to feel secure.
- The childminder is committed to her ongoing professional development and completes all mandatory training. She attends meetings with her local authority and identifies training gaps to keep her updated about changes in the early years. The childminder regularly reflects on her practice. She exchanges ideas with other local childminders. This supports the quality of the childminder's teaching and interactions with the children.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure knowledge and understanding of child protection. She has completed relevant safeguarding training to keep up to date. The childminder knows the signs and symptoms of abuse. She understands what procedures to follow, if she thought a child was at risk of harm, when escalating concerns. Children play in a safe and secure environment. The childminder encourages children to tidy up after themselves, which supports the provision of appropriate and clear space for their play. Children benefit from suitable eating and sleeping facilities. The childminder uses risk assessments effectively to ensure the safety of children in her care.

What does the setting need to do to improve?

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

- use more effective communication skills to fully support children's development of speech and understanding and to increase their vocabulary
- develop the use of children's home languages more consistently to close gaps in children's language development.

Setting details

Unique reference number	EY491839
Local authority	Bolton
Inspection number	10295562
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 1
Total number of places	6
Number of children on roll	1
Date of previous inspection	8 December 2017

Information about this early years setting

The childminder registered in 2015 and lives in Bolton, Lancashire. She operates all year round, from 7.30am to 5.30pm, Monday to Friday, except for family holidays.

Information about this inspection

Inspector

Katie Bonney

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 inspector carried out a joint observation with the childminder of the children taking part in a fine muscle activity.
- The inspector observed the childminder's practice, considering the quality of education and its impact on the children's progress and development.
- The inspector looked at relevant documentation and reviewed evidence of ongoing suitability of the childminder.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2023