

Childminder report

Inspection date: 11 March 2024

Overall effectiveness	Outstanding
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Overall effectiveness at previous inspection	Outstanding

What is it like to attend this early years setting?

The provision is outstanding

The exceptional childminder and her assistant create a safe oasis of fun and learning in which children excel. From the start, they get to know children incredibly well, gathering detailed information about each child's prior learning and interests. This information is then used extremely creatively to settle children and enthuse them about their learning. The childminder has an impressive understanding of how young children learn and develop. Alongside her assistant, she develops a unique, creative and ambitious curriculum. Each child's learning is meticulously sequenced to enable them to build effortlessly on what they already know and can do. Great thought has been given to the small steps children must achieve in order to master important skills. Children of all ages make outstanding progress from their starting points and are remarkably well-prepared for their eventual move to school.

Children are confident and creative learners. They demonstrate the qualities of successful learners in abundance. For example, while experimenting and solving problems during water play, children develop their own criteria for success. They decide upon an overall goal, such as filling a 'tricky' container, and then work out the best way to achieve this. Children confidently try out their ideas and refine their thinking until they achieve what they have set out to do.

Children develop extremely close and trusting bonds with the childminder and her assistant. They demonstrate an infectious curiosity and enthusiasm. Children are eager for adults to share in their moments of awe and wonder. They relish the praise lavished on them by the childminder and her assistant. Children treat each other with respect and kindness. All children behave impeccably for their age.

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

- The childminder plans an exciting range of opportunities for children to enjoy both inside and outside. The learning environment is created with tremendous attention to detail. Every opportunity is purposefully planned to provide children with the possibility to practise previously taught skills. For example, as children manipulate dough, they freely choose resources to enhance their play. Children select and remember how best to use scissors to cut the dough into pieces. This careful consideration means that whatever children choose to do becomes an opportunity to learn.
- A deep love of books and stories is at the heart of the childminder's curriculum. Books are woven throughout the whole environment. Stories are carefully selected to meet individual children's next steps in learning. For example, older children excitedly engage in stories that help to develop their ability to rhyme. Their attention is captured by the highly skilled assistant as he expressively

shares stories. Children join in, predicting the rhyming words and are encouraged to have fun with language. Opportunities, such as these, greatly support children's communication and language skills.

- The childminder and her assistant enthusiastically join in children's play. They are always on hand to enhance children's interests and learning. The childminder talks to children about what they are doing. Conversations are an opportunity to model and introduce new words. For example, as children discuss cars, the childminder introduces the word 'accelerator'. She encourages children to use the new word within the context of a sentence. Furthermore, the childminder and her assistant use thought-provoking questions that encourage children to talk about and apply their current understanding. This contributes to children's excellent communication skills.
- Support for children who may have additional needs is superb. The childminder monitors children's progress carefully and swiftly identifies when a child may need further support. Her knowledge of local special educational needs and/or disabilities (SEND) services is excellent. When required, the childminder works in very close partnership with other services involved in children's care and development. The implementation of meticulous individual planning means that any gaps in children's learning and development are closed rapidly. All children, including those with SEND, make superb progress.
- Children enjoy a wealth of opportunities and experiences they may otherwise not encounter. For example, they visit heritage sites, the local airport and museums. Opportunities for children to learn about themselves, their families and their community are planned in age-appropriate and sensitive ways. As a result, children are learning about the wider world and how to value each other.
- The childminder and her assistant are deeply committed to the children and families they support. They strive to offer the very best service. Incisive self-evaluation is used to identify further enhancements they wish to make to their practice. The regular use of video observations support both the childminder and her assistant in constantly reviewing and adapting their teaching. Further professional development is carefully targeted to enhance their already exceptional skills and to maintain their already outstanding practice.
- Parents speak incredibly highly of the childminder and her assistant. They value the relationships developed with their children. Parents remark that time with the childminder and her assistant 'has exceeded expectations' and that they are 'overwhelmed' with the progress their child has made. Regular detailed information is shared about children's progress along with 'top tips' that help parents to contribute and extend learning further at home. This helps to promote a seamlessly consistent approach to children's care and learning.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

Setting details

Unique reference number	EY464425
Local authority	Bury
Inspection number	10317158
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	1 to 4
Total number of places	12
Number of children on roll	7
Date of previous inspection	17 May 2018

Information about this early years setting

The childminder registered in 2013 and lives in Radcliffe, Greater Manchester. She operates all year round from 7.30am until 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a relevant qualification at level 3 and works with an assistant.

Information about this inspection

Inspector
Denise Farrington

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 childminder.
- The childminder showed the inspector the premises and discussed how they ensure it is safe and suitable.
- The childminder spoke to the inspector about children's learning and development with a particular focus on communication and language.
- The inspector observed the interactions between the childminder, her assistant and the children.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector and childminder jointly evaluated an activity provided.
- Parents shared their views of the setting with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.

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 2024