

Childminder report

Inspection date: 14 March 2024

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

The childminder creates a broad curriculum that supports all children to enjoy and achieve well. Children benefit from a range of outings. For example, they go litter picking around the local area. Children learn about the effects that littering could have on animals. The childminder takes children on monthly trips to care homes. Children sing songs and play social games with the elderly residents. This develops children's links with the local community and helps them learn about the world around them.

The childminder creates a calm and friendly environment. She builds positive bonds with children and provides plenty of cuddles when children seek reassurance. Children demonstrate that they feel happy and safe. They enjoy spending time with the childminder and their peers. The childminder is a good role model. For example, she teaches children to cooperate and play well together. Children happily take turns as they climb up the steps on the slide in the childminder's garden. When any disputes occur, the childminder deals with them effectively.

The childminder plans activities that interest children. Older children enthusiastically talk about the animals they saw during their recent trip to the local farm. Toddlers repeat the names of the animals back to the childminder as they play with the farm toys. Children show positive attitudes to learning.

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

- Assessment is used effectively. The childminder ensures that she has a good understanding of children's starting points and their interests. She understands where children are up to in their development and uses this to plan appropriate next steps for children's learning. All children, including those that have special educational needs and/or disabilities (SEND), make good progress in their development.
- Overall, children's communication and language skills are promoted well. The childminder gets down to children's level as she plays with them. Children smile with glee as they perform action songs together. However, the childminder does not always encourage younger and quieter children to respond to questions during group activities. Older children sometimes answer for the younger children. This sometimes limits younger children's opportunities for developing their speaking skills, particularly when in groups.
- The childminder promotes children's mathematical development well. She encourages children to compare the sizes of toy pigs as they play together. The childminder supports children to count out how many ducklings the mother duck has. Children are developing their knowledge of number and size.
- The childminder promotes children's growing independence. For example,

children are keen to show how they put their coats on by themselves. Younger children learn how to put their wellington boots on before they go outside. They are also learning how to manage their own personal hygiene. This helps to build children's self-esteem and confidence in their own abilities.

- The childminder evaluates her provision effectively. She identifies her own strengths and areas for development. The childminder is proactive in accessing professional development training opportunities. She focuses her training on the needs of children attending. This helps to improve the quality of her practice and provides good outcomes for children.
- Partnerships with parents are strong. Parents praise the caring childminder for the home-from-home environment that she creates. They demonstrate how well she supports all children with their development, including children with SEND or children who need a little extra help with their learning. The childminder continuously updates parents about children's progress. This helps to provide continuity in children's learning.
- Overall, children behave well. The childminder has high expectations of children. However, she does not always provide children with clear instructions. This sometimes prevents children from fully understanding what is expected of them, particularly during routines such as tidy-up time. This occasionally leads to some children becoming distracted from the task and not consistently learning about some expected behaviours.
- The curriculum for physical development is well planned. The childminder provides children with copious opportunities to run, climb and balance. Children skilfully climb in and out of cardboard boxes as they play together. They push prams around the childminder's garden. This helps to develop children's large-muscle movements.
- The childminder prioritises children's safety. She teaches children how to cross roads using zebra and pelican crossings. Children learn to hold the side of the childminder's pram when they walk to collect others from school. This helps children learn how to keep themselves safe when they go on outings.

Safeguarding

The arrangements for safeguarding are effective.

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

What does the setting need to do to improve?

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

- increase support for younger and quieter children to develop their speaking skills
- improve support for children to understand what is expected, to help them remain involved in tasks for longer.

Setting details

Unique reference number	EY290891
Local authority	Bury
Inspection number	10317197
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 5
Total number of places	6
Number of children on roll	6
Date of previous inspection	31 May 2018

Information about this early years setting

The childminder registered in 2004. She operates all year round, from 7.30am to 5.30pm, Tuesday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate early years qualification at level 5. She currently provides funded early education for three-year-old children.

Information about this inspection

Inspector
Olivia Barnes

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 quality of education was observed, and the inspector assessed the impact this has on children's learning.
- The inspector and the childminder completed a learning walk and discussed the intent of the curriculum.
- The childminder provided the inspector with a sample of key documentation on request.
- Children were spoken to at appropriate times during the inspection.
- The childminder and the inspector evaluated an activity together.
- The childminder and the inspector held ongoing discussions throughout the inspection.
- The inspector took account of parents' views about the childminder's setting.

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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