

Childminder report

Inspection date: 22 February 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	Requires improvement

What is it like to attend this early years setting?

The provision is good

Children behave well. They move happily and confidently around the ground floor. They help themselves to toys and books from a broad range, which provide opportunities for learning in all areas. As children play, the childminder helps them to build successfully on what they already know and can do. Children develop useful skills in preparation for school. They develop good speaking and listening skills. The childminder encourages children to listen to and identify sounds in the environment. For example, a child hears a noise outside and correctly identifies that it is the bin truck. Children develop a keen interest in literacy. Some of the books are used well to help raise children's awareness of other cultures and people in their community and the wider world.

Children use their imagination well as they play. They demonstrate their developing knowledge of dental health as they use the tools in the dentistry set to check the doll's teeth. While scooping dough with toy diggers, they use different voices to pretend to be the figures and vehicles. While manipulating dough into caterpillars and hedgehogs, the childminder helps children to recall and talk about a caterpillar that they once found in the garden. They also excitedly remember hearing an owl recently and using binoculars to look for it in the trees.

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

- Since the last inspection, the childminder has implemented a curriculum to ensure children are provided with meaningful learning experiences and opportunities. She adapts activities as children play, so that they are suitably challenged and make good progress.
- The childminder models language clearly. She skilfully introduces new words to children's vocabulary as they need them and reinforces them through conversations. For example, when a child takes an interest in the word 'page', the childminder uses it repeatedly when looking at different books. This helps to support children's developing communication and language skills.
- Children develop good literacy skills. In addition to drawing and chalking, children enjoy making marks with sticks in mud and with stones in ice. They develop a keen interest in books. They visit the library regularly and frequently listen to stories and look at a wide range of information books.
- The childminder builds on children's mathematical skills as they play. One way that she does this is to purposefully provide fun games, which help children to recognise written numbers and count accurately. For example, to feed a plastic pig, children match colours on the die to a burger token, identify the number written on the token and press the pig's head that number of times.
- The childminder reflects on some aspects of her practice. She takes on board any views expressed by parents, however, she does not actively seek them on a

wide range of issues when evaluating her provision. When the childminder completes training, she uses what she has learned in her practice. For example, following training on managing children's behaviour, she helps children to learn about feelings and express their emotions.

- Activities while on a wide range of outings support children's developing understanding of their community and the world around them. They walk over a motorway bridge to look for trucks. They touch starfish at an aquarium. They visit local parks to see ducks and squirrels.
- Children have many opportunities to develop good coordination and be physically active. They play in the garden, run at the park, and climb and balance on regular visits to a soft-play centre.
- Children are supported well to develop good self-care skills and to learn about healthy lifestyles. They help themselves to drinks of water when thirsty. They are reminded and helped to wash their hands after blowing their noses and using the toilet. They talk about healthy eating while cutting fruit for snack and when baking.
- Parents continue to drop off and collect their children from the door following the COVID-19 pandemic procedures. This helps to prevent the spread of infection. Parents praise the settling-in process saying the childminder was 'understanding and reassuring'. They comment that they feel well informed about their child's day and learning and receive useful ideas to support learning at home.

Safeguarding

The arrangements for safeguarding are effective.

The childminder makes sure that she and her assistant keep an up-to-date knowledge of safeguarding and first-aid procedures. She has a clear understanding of how to identify and report concerns about children's welfare. She reads safety updates from the local authority regularly and passes useful information to parents to help them keep children safe at home. The childminder teaches children to keep themselves safe. For example, she talks to children about how to use knives safely as they cut fruit for their snack. She reads books with children about how to stay safe at home and on outings.

What does the setting need to do to improve?

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

- evaluate practice more thoroughly and include the views of parents and others to help develop a targeted development plan.

Setting details

Unique reference number	2517600
Local authority	Bolton
Inspection number	10244566
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 9
Total number of places	6
Number of children on roll	9
Date of previous inspection	28 April 2022

Information about this early years setting

The childminder registered in 2019 and lives in Bolton. She operates from 7.30am to 5.30pm, Monday to Friday, all year round. The childminder holds an appropriate early years qualification at level 3. She occasionally works with an assistant. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Lynne Naylor

Inspection activities

- The inspector discussed any continued impact of the pandemic with the childminder and has taken that into account in their evaluation of the provider.
- The inspector had a tour of the childminder's home to gain an understanding of how the early years provision and the curriculum are organised.
- The inspector observed the interactions between the childminder and children throughout the inspection and evaluated the impact on children's learning.
- A joint observation was carried out by the inspector and the childminder.
- The inspector held discussions with the childminder. She looked at relevant documentation, such as evidence of the suitability of household members.
- The written views of parents were considered.

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
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