

Childminder report

Inspection date: 5 July 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children arrive confident and happy at this safe, nurturing and homely environment. Children are eager and inquisitive as they explore the wide range of resources. They choose long wooden planks and make a ramp to roll trucks down, then balance the planks together to make a tent. They show positive attitudes to learning and children stay well engaged with activities. Behaviour is good and children demonstrate beautiful manners. They learn from the childminder, who skilfully interacts and models good behaviour. Children demonstrate that they feel happy and emotionally secure as they share stories and songs with the childminder. Interactive props support recall of familiar stories. Children spontaneously count the animals' legs and talk about what noises they make and what they eat. This develops lots of new language as children share ideas and copy sounds. Children grow in confidence and develop language as they read and sing together.

Children benefit from regular outdoor play and trips to the forest, where they explore bugs, climb over logs and build pretend campfires. This supports their knowledge of the natural world while developing their social and physical play. The childminder knows the children well and is aware of their likes, dislikes, individual characteristics and interests. She uses this knowledge to support them in play with clear targets and plans for their individual development. Children have fun while learning. This builds their skills and children make good progress.

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

- The childminder is well organised. She is developing her own professional development by attending further training. She evaluates her practice effectively and uses information gained from training to improve the quality of the learning experiences she provides for children. The childminder is committed to helping children develop the key skills they need to be ready for school.
- The childminder works hard to build the children's knowledge of number and threads number recognition throughout activities. For example, children count how many bricks they have built and how many pieces of fruit are in their snack. Children's early number skills are developing. However, other areas of mathematics are not as well embedded, for example knowledge of 3D shape and length, weight and measure. Children do not progress as well in these areas.
- Behaviour is generally good and children use good manners. Children have developed friendships and show care for each other. Younger children watch and copy the older children, who act as role models. They are building skills that will support them as they transition to school.
- The childminder has clear intent for children's learning and plans how to offer learning to children. This means learning is targeted and children progress. She

shares this information with parents and they comment on the progress their children make while at the setting. The childminder has good links with parents and this supports consistency and children's feelings of security.

- Children follow their individual interests well and make choices in everything that they do. Children are eager to initiate activities and to join in those provided for them. They persevere with self-care tasks. For instance, children manage to put on their own shoes and practise zips that are hard to use. Children are increasingly independent.
- The environment is rich in language and the childminder uses this to encourage children to begin to recognise letters and make letter sounds.
- Provision is designed well to cater for all areas of learning, both indoors and out. Children benefit from opportunities to develop their critical thinking. For example, children learn if they put their fingers over the end of the funnel they can transport the water. This shows perseverance and problem-solving, which helps future learning.
- Children have lots of opportunity to exercise, use large-motor skills and do activities to get their hearts racing. They climb, run and jump and show good coordination. They talk about physical activity keeping them healthy. Children are developing knowledge about healthy lifestyles.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of her role and responsibility to protect children from harm. She has knowledge of the signs and symptoms of abuse and what she should do if she has concerns about a child's welfare. The setting is secure, and children cannot leave unsupervised. The indoor and outdoor areas are free from hazards and the childminder interacts closely with the children and reminds them to play safely. The childminder is trained in paediatric first aid and understands how to administer first aid properly.

What does the setting need to do to improve?

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

- strengthen knowledge of early mathematics so that activities offer learning that builds on children's existing knowledge.

Setting details

Unique reference number	2536060
Local authority	Bury
Inspection number	10215208
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 3
Total number of places	6
Number of children on roll	4
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019 and lives in Bury. She operates from 7am to 5.30pm, Monday to Friday, all year round except for bank holidays and family holidays. The childminder holds a relevant qualification at level 3.

Information about this inspection

Inspector

Lynn Richards

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 observed an activity and evaluated this with the childminder.
- The childminder and the inspector had a learning walk and discussed the childminder's intentions for children's learning.
- The inspector viewed some documentation, including a paediatric first-aid certificate.
- The inspector observed interactions between the childminder and children.
- The childminder and the inspector discussed the implementation of the curriculum and the impact this has on children's learning.
- Parents shared their views of the setting with the inspector.

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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