

Childminder report

Inspection date: 27 April 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 giggle with excitement as they play together in this positive and nurturing setting. They confidently run to greet visitors and are eager to talk about what they are learning. Children form strong bonds with the childminder and beam with pride as she praises them for their achievements. Children are happy and feel safe.

Children behave well. They follow the childminder's instructions and respond positively as she supports them to manage their emotions. Children show good manners and are caring and thoughtful towards each other. For example, when there are not enough dinosaurs, children run to find more so that everyone has one. Children are developing positive relationships.

Children benefit from hearing a wide range of stories read to them every day. They choose their favourite books and ask the childminder to read them. They enjoy taking books home to share with their families. Children remember what happened in stories they have read and talk about the parts they enjoyed the most. Children of all ages are developing a love of reading. The childminder extends children's vocabulary by modelling language and asking questions. Children engage in thoughtful conversations with the childminder. They talk about building dens and discuss which sports they like. Their language and communication are developing well.

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

- The childminder provides children with a broad range of experiences. She plans activities that teach children what they need to learn next in ways that will interest the children. For example, children learn names of foods and practise counting when they visit the shops. They learn about where foods come from when they help to dig up the vegetables at the allotment. These experiences support children to develop the knowledge and skills they will need in the future.
- The childminder teaches children about the importance of exercise and eating a varied diet. For example, the childminder talks about the benefits of eating fruits at snack time and encourages children to be active throughout the day. This supports children's understanding of how to make healthy lifestyle choices and how to look after their bodies.
- Children are independent in their play. They choose what they want to play with and tidy up the resources when they have finished. They have learned how to use the toilet independently and to wash their hands before eating. However, the childminder does not consistently challenge children to become independent in other ways. For example, children are not given opportunities to cut up their own fruit and pour their own drinks at snack time. They are not encouraged to pull their own trousers up or to manage the zips on their coats.

- The childminder talks to parents about their child's progress and how that can support their child's learning at home. Parents feel that their children are happy and safe in the care of the childminder. They say that she provides 'a home from home' environment and that she treats their children as 'extended family'.
- Children benefit from hearing mathematical language modelled to them by the childminder in their play. They listen intently as the childminder describes the sizes of the dinosaurs and counts the number of sand ice creams that they have made. Children join in as the childminder sings counting rhymes. Children are developing their understanding of early mathematical concepts that will support them in the next stage of their learning.
- The childminder accesses training to build on her knowledge and skills and seeks advice from the local authority. However, this training has not yet focused enough on the skills that children learn at each stage of their development. The childminder is not always able to confidently identify what children are ready to learn next and to consistently challenge them through the activities she provides.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her responsibility to ensure that children are safe and protected from harm. She knows the signs that may indicate children are at risk of abuse. The childminder is confident about who to contact if she is concerned about a child's welfare and attends training to ensure that she remains up to date with safeguarding requirements. The childminder carries out daily safety checks of her home. The environment is safe and secure.

What does the setting need to do to improve?

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

- make the most of opportunities to teach children the skills they need to become independent
- focus training more precisely on understanding how and what children learn at each stage of their development so that children are consistently challenged.

Setting details

Unique reference number	2554331
Local authority	Bolton
Inspection number	10221614
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	2 to 6
Total number of places	6
Number of children on roll	7
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019 and lives in Bolton. She operates all year round from 7am to 6pm, Tuesday to Friday, except bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Liz Dayton

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 and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- Children spoke to the inspector during the inspection.
- The childminder showed the inspector the premises and discussed how they ensure it is safe and suitable.
- Parents shared their views of the childminder with the inspector.
- The inspector observed the childminder's interactions with the children and the impact of these on children's learning.
- The childminder provided the inspector with 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.

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