

Childminder report

Inspection date: 20 May 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 are safe as they happily explore the childminder's home. The childminder provides a range of interesting resources and activities to help children develop and learn. Children are imaginative as they play with dolls and prams. They hold lively discussions as they feed the 'babies'. Children laugh and use spray bottles to water seeds that they have recently planted. They excitedly examine how much their plants have grown. Children show great consideration for their friends and show caring attitudes. They remember to look after the plants of children who are not present.

The childminder and assistant have close bonds with the children they care for, they want every child to succeed. As a result, children demonstrate positive attitudes to their learning and are eager to try new activities. Children, mostly, behave well for their age. However, at times they do not focus on activities because they are too challenging for their stage of development. Following COVID-19 restrictions, the childminder has prioritised children's emotional development. Children confidently use language to explain their emotions and feelings. For example, when they are sad or angry. This means the childminder and her assistant can swiftly address any issues. This helps children feel secure and safe as their needs are met.

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

- The childminder and assistant ensure children make good progress in their communication and language development. They talk to children as they play and ask questions that encourage children to think. Adults model the pronunciation of words; this means children hear correct language in use. Children excitedly listen to a range of stories, songs and rhymes. This helps children become confident communicators.
- The childminder plans meaningful experiences. At times, activities do not offer suitable levels of challenge for children. For example, the childminder intends children to learn about taking tuns when baking. However, children do not remain focused as they wait a long time for their turn. This means they do not reap the benefits from the exciting opportunities on offer.
- Children enjoy playing outside. They develop their strength and stamina as they chase bubbles in the garden. The childminder provides opportunities for children to visit local parks and playgrounds. This helps children develop their confidence and resilience as they learn to safely use equipment. Children discuss that they love to climb, run through fields, and play on swings. Children are supported to develop their physical health.
- Parents speak highly of the care their child receives while with the childminder. The childminder regularly shares children's experiences with their parents.

Parents value the sensitive advice given on a range of child development topics, such as behaviour management and toilet training. However, the childminder does not routinely give parents advice on how to support children's learning at home.

- Care practices are good. The childminder teaches children about the importance of hygiene procedures, such as washing hands, brushing teeth and about keeping healthy. Children talk about what foods are good for you and why it is important not to eat too many sugary foods. This helps children to make good choices at lunchtime as they are keen to try the 'healthy' foods on offer.
- The childminder and assistant calmly sit with children and look at various books. Children treasure these moments and become enthralled. They enjoy dressing up and acting out the roles of their favourite characters. Children cuddle the assistant and explain that they 'love her stories'. These activities support children to develop a love of reading.
- The childminder's provision is well organised. She attends childminder network meetings and has completed some useful training that supports her in her role. However, professional development is not sharply focused on ensuring the childminder develops a more precise knowledge of how young children learn.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her roles and responsibilities to keep children safe. She knows the procedures to follow should she have any concerns about a child's welfare. The childminder and her assistant have completed first-aid training, so any incidents can be dealt with confidently. Children are always well supervised. The childminder and assistant ensure children understand and follow safety rules. For example, children know that they must wait for an adult before they go into the garden. There are systems in place for risk assessment and the childminder's home is maintained to a good standard.

What does the setting need to do to improve?

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

- improve the curriculum to meet children's learning needs more precisely, so activities provide an appropriate level of challenge
- enhance training and development to improve knowledge of how young children learn to improve teaching to the highest level
- strengthen parental partnerships, so parents know how to support children's learning at home.

Setting details

Unique reference number	2559894
Local authority	Bolton
Inspection number	10232118
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 2
Total number of places	12
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, Monday to Friday, except bank holidays and family holidays. The childminder works with an assistant. The childminder has qualified teacher status and the assistant has a relevant early years qualification at level 2. The childminder offers funded early years education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Deborah Magee

Inspection activities

- This was the first routine inspection the childminder received since the COVID19 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 childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- The inspector observed the interactions between the childminder, the assistant and the children, and considered the impact on children's learning.
- The childminder and the inspector held discussions to establish the childminder's understanding of safeguarding and how she evaluates her practice.
- Documents were sampled by the inspector, including suitability checks, public liability insurance and paediatric first-aid training.
- The inspector took the views of parents into consideration.

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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