

Childminder report

Inspection date: 15 December 2022

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	Not applicable
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What is it like to attend this early years setting?

The provision is good

Children are happy and relaxed in the care of this highly nurturing childminder. They separate easily from their parents and settle quickly, choosing from the toys laid out for them, or helping themselves to another toy of their choice. This shows that they feel safe and secure. The childminder gives regular cuddles and quickly recognises when children feel tired, hungry or need reassurance. This helps children to develop strong attachments and supports their emotional well-being.

The childminder has high expectations of children's behaviour. She teaches children the importance of being kind and gentle with others. When children struggle to share, she reminds them about the importance of sharing toys when they play together. Children readily respond to this sensitive intervention. As a result, children develop a sense of right and wrong and learn to manage their own behaviour.

Children enjoy selecting colours of paint and giggle in delight as they choose to paint their hands and make different patterns on the paper. These activities help to strengthen the muscles in children's fingers and hands, developing their fine motor skills well in preparation for later writing. Children develop well in their communication and language skills as they think and respond to questions and use a wide vocabulary.

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

- The childminder knows the children very well. As part of the induction process, she encourages settling-in sessions before children start. She has in-depth discussions with parents to find out what children already know and can do. She uses this knowledge well to plan for children's learning carefully. This ensures that all children, including those with special educational needs and/or disabilities, make good progress.
- The childminder is encouraging and uses every opportunity to develop the children's language. She talks with them about the colours of paint they are using and what it feels like on their hands. She models language to them as they play, asking questions and introducing new vocabulary. This means that children develop their language skills well.
- Children have lots of fun with the childminder. They sing familiar rhymes and songs together, which helps them to develop their understanding of language patterns. Even the youngest children laugh, clap and sway in time to the music, choosing to join the other children and the childminder as soon as they hear the songs. This shows that they are enjoying the activity.
- On some occasions, the childminder supports children to be independent. However, at other times, when children are capable of having a go themselves,

the childminder does not give them the opportunity. This means that children are not always motivated to do things for themselves and children's knowledge and skills are not always developed effectively.

- The childminder takes the children on walks in the surrounding area, such as to the local shop, the post office and a nearby park. Children also get daily fresh air in the small outdoor space. However, the planning for outdoor learning is not always given the same detailed consideration as the learning which takes place indoors. As a result, children do not benefit from as wide a range of activities that promote their learning, during outdoor play.
- Children enjoy nutritious, home-cooked meals, a range of healthy snacks and are encouraged to drink water regularly. The childminder works in partnership with parents to support children's health, for example encouraging children to move on to using a cup as opposed to a bottle, when appropriate. The childminder promotes good hygiene. For example, children wash their hands regularly, including after activities and before mealtimes. This helps children to learn some of the ways to keep themselves healthy.
- Parents feel well supported by the childminder. They are appreciative of the feedback at the beginning and end of the day, which enables them to continue the learning at home. Parents also comment on how their child's language has developed rapidly during their time with the childminder. They report that their children benefit from the partnership working between parents, the childminder and other agencies, such as health visitors. This supports all children to make good progress.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure knowledge and awareness of the signs and symptoms that a child may be at risk of harm and knows who to contact should she have any concerns. The childminder is aware of the 'Prevent' duty and why it is in place. She ensures that her mandatory training is kept up to date, including first aid and safeguarding. Adults in the house have appropriate checks in place. The premises are clean, tidy and secure and children are appropriately supervised at all times.

What does the setting need to do to improve?

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

- develop the curriculum to further support children's independence skills
- develop the curriculum delivered outdoors to provide more opportunities for children who prefer to learn outdoors.

Setting details

Unique reference number	2594932
Local authority	Bolton
Inspection number	10263838
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	0 to 11
Total number of places	6
Number of children on roll	6
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2020 and lives in Bolton. She operates Monday to Friday, from 7.30am to 6pm, except for bank holidays and family holidays. She provides overnight care.

Information about this inspection

Inspector

Sarah Gower-Jones

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The childminder showed the inspector the premises and discussed how they ensure they are safe and suitable.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- The inspector observed the interactions between the childminder and children.
- Parents shared their views of the setting with the inspector.
- The childminder provided the inspector with a sample of 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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