

Childminder report

Inspection date: 22 March 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	Not applicable

What is it like to attend this early years setting?

The provision is good

Children are settled, and they thrive in the care of the childminder. They develop their listening skills effectively. Children enjoy listening to and identifying everyday sounds as they match them to pictures while playing a game together. Furthermore, they show enthusiasm as they learn about the different sounds that letters make in spoken words.

The childminder's assistant introduces basic mathematical concepts, such as size, when reading 'The Three Bears' story. She brings the story to life, using her voice and props to engage the children further. Younger children repeat single words like 'goldilocks' and 'bear'. Older children remember the story sequence and use short phrases to finish sentences. Children confidently develop their language skills. This also actively supports children to develop a love of early literacy. The childminder's assistants prompt children's interests by joining in while playing a game of hide and seek outdoors. Children observe, then independently lead the game with their friends. This helps to support their critical-thinking skills. Children behave well and begin to build effective relationships.

The childminder uses children's first language of Yiddish to teach songs and rhymes alongside the English language. This helps to enhance children's understanding in both languages and develops a sense of belonging for all children.

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

- The childminder has a clear vision of how to support children to gain the crucial skills they need to succeed towards the next stages of their development. She maintains a particular focus on ensuring that children have a secure foundation in their communication, physical and social and emotional skills. The childminder uses a range of activities, including trips and outdoor play, to secure children's knowledge and skills in these key areas.
- The childminder provides children with a thoughtfully prepared learning environment that enables them to explore. This helps to develop children's curiosity and increases their understanding of the world around them. Children enjoy a ride on the bus to learn about the wider world. They inform the inspector that they wear a safety jacket to remain safe and that they need a ticket to go on the bus.
- A well-established key-person system ensures that the childminder and her assistants know individual children well. Robust and regular assessments successfully identify any gaps in children's learning. As a result, the childminder swiftly liaises with parents and key external professionals, such as speech and language therapists and health visitors, to help to ensure children's individual learning needs are met.

- The childminder ensures that she and her assistants complete all mandatory training. The childminder has also completed additional training in a variety of early years topics. However, she does not precisely target the further professional development of her assistants to support them in enhancing the quality of their teaching to the highest level.
- Children learn about what makes them unique as individuals. They talk about what makes them similar and different to other children. This helps children to learn about and value the similarities and differences between themselves and others and further supports their feelings of belonging.
- The childminder recognises when to extend children's learning as they play. She asks thought-provoking questions which encourage children to share their thinking. However, at times, the childminder's assistants do not give children time to think and respond during conversations. This means that children are not consistently supported to demonstrate what they already know so that their knowledge can be built on effectively.
- The childminder is a good role model. She has high expectations for children's behaviour, such as sharing with each other. Children happily take turns passing the ball to each other. This supports children to learn to self-regulate, skilfully supporting children to develop their personal, social and emotional development.
- Parents have an excellent relationship with the childminder. They say that the childminder is 'passionate about her job' and shares nursery rhymes and stories to promote the continuity of children's learning at home.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistants remain up to date with safeguarding training. They have a well-rounded understanding of a variety of issues that would give them cause for concern. The childminder and her assistants are secure in their knowledge of the procedures to follow in order to refer any child protection concerns. The childminder risk assesses outings to identify and minimise potential hazards. This helps to ensure that children are kept as safe as possible. Children learn about their own safety. The childminder offers regular gentle reminders. For example, when children go down the stairs, they are reminded to do 'good looking' and to step carefully.

What does the setting need to do to improve?

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

- target the professional development of assistants more precisely and support them to implement their enhanced knowledge and skills consistently in practice
- provide children with time to think and respond when engaging in conversations.

Setting details

Unique reference number	2596165
Local authority	Bury
Inspection number	10280985
Type of provision	Childminder
Registers	Early Years Register
Day care type	Childminder
Age range of children at time of inspection	1 to 3
Total number of places	12
Number of children on roll	9
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2021 and lives in Manchester. She operates all year round, from 8.50am to 1pm, Monday to Friday, except bank holidays and family holidays. The childminder provides funded early education for two-, three- and four year-old children. She holds a level 3 early years qualification and works with two assistants.

Information about this inspection

Inspector
Maryam Chauhan

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 provider and has taken that into account in their evaluation of the provider.
- The childminder and the inspector completed a learning walk together and discussed the early years curriculum.
- The inspector observed the quality of care and education being provided, indoors and outdoors, and assessed the impact this was having on children's learning.
- Discussions were held with the childminder and assistants to help establish their understanding of how to safeguard the children in their care.
- The inspector looked at a sample of the childminder's documentation, including evidence of qualifications and the suitability of those living on the premises.
- The childminder spoke to the inspector at convenient times during the inspection.
- The childminder and the inspector evaluated an activity together and discussed the teaching and learning for children.
- The inspector spoke with parents during the inspection and took account of their views.

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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