

Childminder report

Inspection date: 26 January 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 make good progress at this safe, secure and stimulating home-from-home setting. Children settle straight into activities. They have great fun as they pretend to serve ice cream to each other. The childminder talks to them about the different flavours of ice cream. Children learn new words, such as 'mint', 'choc chip' and 'vanilla'. Children eagerly join in a physical movement activity. They develop their large-muscle skills as they hop and balance. Children carefully listen to and follow instructions. They beam in delight as the childminder joins in the fun.

The childminder works closely with two co-childminders. Together they ensure children are engaged in their learning and are well supervised and safe. Children are reminded to play safely and to care for each other. They take turns and use lovely manners. Behaviour is good. Children are developing social skills that will help them as they transition to school. Children access the outdoor area every day. They explore the garden for bugs and they water flowers. Children are developing a knowledge of the world and nature. The childminder encourages children to listen to traditional stories. She supports them as they retell the stories. Children are developing recall skills that will help them when they are learning to read.

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

- The childminder develops a curriculum to support children to be ready for school. She uses her knowledge of child development to offer appropriate activities. For example, she engages children in a threading activity to support their small-muscle skills. This helps children as they develop pencil control, which will help when they are learning to write.
- The childminder supports children's language and communication with her skilful interactions. She models language well. For example, she observes children jumping and says, 'Jump, jump.' Children repeat the word 'jump'. Children, including those who speak English as an additional language, can be heard using new words.
- The childminder plans activities which will be interesting to children. For example, she prepares a counting game which involves children crawling through obstacles to save a dinosaur. Children squeal with laughter as the childminder joins in. They have fun as they count the squares. However, children easily complete the activity and they are not challenged to learn more. The activity does not provide the best possible learning.
- Children share experiences from their home. They learn words from each other's language and explore a range of celebrations. Children learn about differences and similarities between people.
- Children wash their hands before eating and after using the bathroom. They learn good hygiene routines. However, occasionally, young children are not

encouraged to develop their own self-help skills. For example, they are not encouraged to feed themselves. On these occasions, children are not developing independence.

- The childminder works with parents to discuss children's learning needs. Parents and the childminder work together on targets, such as toilet training. This offers children consistency. Children make progress.
- The childminder models positive behaviour consistently. Children behave well. The childminder supports them to share and take turns. She encourages them children to say how they feel and reminds them to listen to each other. Children develop social skills that help them work together in a small group.
- The childminder keeps all her mandatory training up to date. She has not recently completed any additional training. She acknowledges that keeping her professional development up to date can help to focus her teaching skills sharply.
- Children invite the childminder and her co-childminders into their play. Children talk and laugh with the childminders during activities. They confidently take the lead in play. Children sit close to the childminders, snuggling up to them or wrapping their arms around them for a cuddle. Children have close and affectionate bonds with the childminders. They are settled and eager to learn.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure knowledge of her role and responsibilities in keeping children safe from harm. She has a good understanding of the signs and symptoms of abuse and knows what to do if she is concerned about the welfare of a child. She updates her safeguarding training regularly to ensure her knowledge is current. The setting is safe and secure. The childminder and her co-childminders deploy themselves well to make sure that children are well supervised at all times. Play areas are free from hazards, and children are reminded to play safely. The childminder holds a current paediatric first-aid certificate.

What does the setting need to do to improve?

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

- consider opportunities for children to practise self-help skills to further develop their independence
- focus sharply on progression of targets so that children are continually challenged and make rapid progress
- explore continual professional development opportunities, to acquire strategies to sharpen teaching to the highest standard and further develop children's learning.

Setting details

Unique reference number	2603441
Local authority	Bolton
Inspection number	10265335
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	3 to 8
Total number of places	6
Number of children on roll	3
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2020. She works from the home of two other registered childminders in Bolton, Greater Manchester. The childminder offers care between 9am and 3.30pm from Monday to Friday. The childminder provides funded early education for children aged two, three and four years.

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 childminder and the inspector conducted a learning walk and discussed how the provision is organised, how the curriculum is planned and delivered and what children will learn from this.
- The inspector observed children, paying attention to how effective the curriculum is for children's learning.
- The inspector spoke to parents and staff and listened to their views during the inspection.
- A range of relevant documents were viewed by the inspector, including paediatric first-aid certificates and Disclosure and Barring Service checks.

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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