

Childminder report

Inspection date: 9 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 form secure relationships with the childminder, who has created a warm, home-from-home environment. This helps children to feel safe and secure. She offers children cuddles throughout the session to further support their emotional development. Children develop confidence and make independent choices in their play as they explore the wide range of resources the childminder provides.

Children learn about the world around them. They benefit from taking part in lots of local activities, such as visiting the woods and playgroups. This helps children to feel part of their local community. Children also learn about the wider world. For example, they explore different foods for Chinese New year. This supports children to develop their understanding of the world.

The childminder finds out from parents about their children's routines, interests and abilities before they start at the setting. She uses this information to plan for children's individual learning. The childminder gets to know children extremely well. She has high expectations for children's behaviour and promotes good manners and clear boundaries. As a result, children behave well.

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

- The childminder builds on younger children's emerging mathematical skills effectively. For example, she encourages them to play with shape sorters and learn to count during activities. Younger children show good levels of curiosity and perseverance, for example when they discover what shapes they can fit into shape sorters. This helps them to begin to understand size and shapes.
- The childminder offers good support as young children begin to develop their speaking skills. Children eagerly join in with familiar songs and rhymes. The childminder asks children questions as they listen to stories, play and explore. However, occasionally, she does not give children enough time to think and respond with their own thoughts and ideas. Therefore, some children do not make as much progress as they are capable of.
- The childminder encourages children's independence. Children are taught good hygiene routines and understand that they need to wash their hands before eating and regularly through the day. They stand on a step to wash their hands and dry them independently. This helps children develop good personal hygiene.
- The childminder offers a varied curriculum that allows children to make suitable progress and be ready for the next stage in learning. She provides young children with opportunities to socialise with others, to develop their communication skills and to be physically active.
- Children are well behaved. They have good manners and often spontaneously say 'please' and 'thank you' during their play. The childminder consistently

reminds them of expectations about their behaviour and they respond positively to these. Children are good at sharing and they confidently talk about taking turns. This shows children are thoughtful and caring towards each other.

- The childminder keeps all her mandatory training up to date. However, 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, in order to further support children's needs.
- The childminder works closely with parents and sends them regular photos of their children engaged in activities during the day. She has discussions with them about their children's next steps in learning and how she can support any aspects of the children's development that they are working on at home. This allows parents the opportunity to continue children's learning at home.
- Children have opportunities to be independent, for example hanging up their coats and taking their shoes off. They have access to lots of interesting toys and books. For example, they explore role-play games to play alongside each other. This helps children to prepare for their transition to school.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has good safeguarding knowledge. She knows how to respond if she is concerned that a child is at risk of abuse or neglect, including if an allegation is made against herself or a household member. She knows where to seek safeguarding advice and support. The childminder manages risks effectively in her home and while on outings. She maintains a valid paediatric first-aid certificate to ensure she is able to deal with an emergency. The childminder conducts visual checks of the environment to eliminate potential hazards and keeps her home well maintained. This ensures children can play safely.

What does the setting need to do to improve?

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

- explore continual professional development opportunities, to sharpen teaching to the highest standard and further develop children's learning
- give children plenty of time to respond to questions and promote their thinking and language skills even more effectively.

Setting details

Unique reference number	2619893
Local authority	Bolton
Inspection number	10276111
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	1 to 2
Total number of places	3
Number of children on roll	3
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2021 and lives in Bolton. She operates all year round from 7.30am to 6pm, Monday to Friday, except bank holidays and family holidays. The childminder accepts funded places.

Information about this inspection

Inspector

Lisa Grundy

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 inspector had a tour of the areas of the premises used for childminding.
- The inspector observed the childminder interacting with children. She held discussions with the childminder regarding what she wants children to learn.
- The childminder shared a sample of documents with the inspector. This included evidence of training and of the suitability of those living on the premises.
- The inspector looked at a range of relevant documents. She looked at the views of parents through written statements.
- The inspector and the childminder completed a learning walk to discuss the curriculum.
- The inspector completed a joint observation with the childminder.

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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