

Childminder report

Inspection date: 13 July 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 thrive in the care of this nurturing and enthusiastic childminder and benefit from clear and consistent routines. This supports the children to separate easily from their parents and settle quickly to their learning. They are engrossed as they carefully draw pictures of caterpillars and cocoons, inspired by a recent story, and chatter to their friends about the pictures.

Children have lots of fun in the well-equipped garden area. They play in the outdoor kitchen, filling the sink with water and bubbles and dispensing water from a container to fill cups and jugs. Children confidently say, 'I'm making a cafe. Would you like a cup of tea?' They offer each other and the adults a drink and talk with the childminder about how she would like her tea serving. This shows that their imagination and communication skills are being developed well.

Children's behaviour is very good. The childminder is an excellent role model, and the children are taught to be polite and use good manners. They say 'please' and 'thank you' without being reminded and are kind and gentle with their friends. When children occasionally disagree over a toy, the childminder quickly intervenes and explains why it is important to share. At tidy-up time, children rush to get brushes and a toy vacuum cleaner and enthusiastically sweep up rice off the floor without being asked. This demonstrates that the childminder has clear expectations for behaviour which are well understood by all the children.

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

- The childminder creates an exciting and interesting curriculum for the children. She thinks carefully about what children need to learn next and uses their interests to plan. However, on occasion, during some planned activities, the childminder presents children with too many different activities at the same time. This causes children to be distracted from the intended learning.
- Inside, children choose from a wide range of attractive toys and activities. The childminder takes every opportunity to encourage a love of books and early reading skills. She carefully selects books which are linked to the activities and places them next to the appropriate toys. For example, children enjoy looking at a book about vehicles after playing with toy cars. The childminder engages with children during activities and asks age-appropriate questions and encourages them to explore their ideas. This supports the development of their language and communication skills.
- Outside, children's physical skills are developed well. They play on a selection of bicycles and scooters. They have great fun running up and down the path and pretending to sledge down a slope. They use paintbrushes and water enthusiastically to paint the wooden shed. Children experiment with rolling balls

down a set of drainpipes, laughing as the balls drop out of the end of the pipe. This supports children to develop their critical-thinking skills and explore their own ideas.

- Children's understanding of how to lead a healthy lifestyle is very well supported. They independently help themselves to their own bottles of water and understand the importance of keeping hydrated. They role play being dentists through activities such as teeth cleaning, playing with puppets and using toy dental tools. Children choose from a range of healthy foods at snack time and enjoy a wide variety of healthy home-cooked meals prepared by the childminder.
- Parents speak highly of the childminder and the thoughtful care which she provides. They describe her as 'like another mum'. They are well informed about their child's care and learning via daily feedback and regular photos. The childminder works effectively with other settings which the children attend and is proactive in communication and information-sharing. This ensures continuity of care and learning for the children.
- The childminder is passionate about what she does. She is highly reflective regarding the provision for the children and her own professional development. She has undertaken a range of additional learning and also meets with other childminders to discuss good practice and share ideas. This ensures that her practice and the provision are constantly evolving and improving.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure knowledge and understanding of the signs and symptoms that a child may be at risk of harm. She knows what to do in the event of a concern about a child and where to seek further advice. She carries out daily risk assessments to ensure that all areas of the provision, including outside, are safe and secure. When going on trips and visits, children wear high-visibility jackets and a wristband with the childminder's telephone number on. When walking to school, they are taught that they must hold the childminder's hand and carefully look both ways before they cross the road.

What does the setting need to do to improve?

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

- develop the good quality of teaching further during planned activities to focus more precisely on the specific intentions for children's learning.

Setting details

Unique reference number	2636124
Local authority	Bury
Inspection number	10295674
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 11
Total number of places	6
Number of children on roll	5
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2021 and lives in the Radcliffe area of Bury. She operates all year round from 8am to 5pm, Monday to Thursday, except for bank holidays and family holidays.

Information about this inspection

Inspector

Sarah Gower-Jones

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 showed the inspector the premises and discussed how she ensures that they are safe and suitable.
- The childminder spoke to the inspector about how she organises her early years provision, including the aims and rationale for her curriculum.
- Children communicated with the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The inspector spoke to several parents during the inspection and took account of their views.
- 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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