

Childminder report

Inspection date: 12 April 2024

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

The childminder is gentle, kind, and very calm. She creates a welcoming and friendly environment for children to play. This relaxed and nurturing atmosphere helps babies and children to feel settled, in readiness to learn. For instance, the attentive childminder frequently provides children with cuddles, whenever needed. Children respond well to this affection and are soothed by the childminder's positive interactions. The childminder offers babies and young children flexible routines to meet their ever-changing needs. She quickly notices when children are hungry or thirsty and offers them healthy refreshments. When babies become tired, they are immediately offered a quiet and safe place to rest. The childminder offers attentive and flexible care, which helps to ensure that children are happy and emotionally secure. The childminder confidently and assertively sets out boundaries for children and explains to them what is expected. In turn, children know what to do. They follow instructions and are cooperative and helpful. Children behave well.

The childminder provides children with plenty of bright, fun, and age-appropriate toys to independently explore. Coupled with an engaging environment, the childminder plans exciting activities that are linked to children's interests. For instance, a recent interest in sharks has led the childminder to plan a range of activities about sea animals, including an exciting trip to the local aquarium. Children are curious and eager to explore. They remain busy and occupied. Children enjoy their time spent in this fun setting and make good progress as they learn through play. The childminder is a skilful teacher and understands the different needs of children in her care. She plans tailored activities with increasing levels of challenge to help all children to make good progress. For instance, babies enjoy exploring sensory materials, and develop their hand-eye coordination as they touch and squeeze different fabrics. The childminder has higher expectations for older children as they are encouraged to answer questions about the material properties and textures. The childminder offers children a stimulating curriculum. Furthermore, she is a good role model and supports children's good progress through her teaching and interactions. All children are well supported and make good progress.

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

- The childminder works hard to develop good relationships with parents. She prides herself on collaborative partnership working and strong links with home. For instance, when children first begin attending her setting, the childminder invites children and parents into her home. This helps babies to become familiar with new people and spaces, and settle quickly. Parents compliment the childminder on the high-quality service they receive.
- Children enjoy a broad range of trips and outings in the local community. For

example, trips to local farms and parks extend children's knowledge and understanding of the world and nature. Outings complement the rich curriculum of activities in the childminder's home. Children benefit from broad, varied, and well-planned activities. They make good all-round progress.

- The childminder is vigilant with children's safety. She frequently checks that her home and equipment are safe for children to access. Risk assessments are continual and effective.
- The childminder uses her observations to monitor children's progress. She carefully plans for children's gaps in learning. Children receive targeted teaching and gaps are narrowed swiftly.
- Children are independent. The childminder encourages children to complete tasks for themselves. They show confidence to make choices and decisions as they play. The childminder allows time and space for children to try things. They develop a 'can-do' attitude.
- Children are confident communicators. The childminder adapts the way that she communicates with children to support their different needs. For example, she communicates through gestures and facial expressions with babies, and repeats key vocabulary with older children. However, the childminder does not always make the best use of questions in order to extend children's conversational skills.
- The childminder is driven and motivated. She evaluates her practice regularly. She knows what she does well, and has plans to improve. For instance, the childminder is ambitious to develop her knowledge relating to special educational needs and/or disabilities. She intends to access training to extend her good skills in this area. This plan for training has not yet been implemented.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- make better use of interactions and questioning to extend children's good vocabulary and conversational skills further
- access a varied programme of training to enhance already good skills and knowledge further.

Setting details

Unique reference number	2650748
Local authority	Bolton
Inspection number	10332942
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 2
Total number of places	5
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 Radcliffe, Manchester. She operates her childminding setting from 8am to 4pm, Monday to Friday, all year round, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3.

Information about this inspection

Inspector

Michelle Jacques

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 inspector observed the interactions between the childminder and children, and considered the impact of teaching on children's learning.
- The inspector read parents' written comments and took account of their views.
- The childminder showed the inspector around all areas of her home. During the learning walk, the childminder explained how she designs her curriculum to support children's progress.
- The inspector viewed key documentation that was provided by the childminder on request, including parental comments and a valid first-aid training certificate.

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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