

Childminder report

Inspection date: 8 May 2024

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Inadequate
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What is it like to attend this early years setting?

The provision is good

The childminder and her assistant provide a safe and caring environment. They use a visual timetable to help children to understand what is happening for the day ahead. The childminder and her assistant know the children in their care well. They help to build their self-esteem and confidence through praise and encouragement. This helps children feel secure with the routines and ready to learn.

The childminder and her assistant have high expectations for behaviour, which they role model for children in their care. Children respond well and follow the boundaries that have been set. They are emotionally assured, have positive attitudes to learning and soon become engrossed in their play.

The childminder creates a curriculum based around children's interests. She provides a broad range of activities and experiences. She has a secure understanding of child development and how to build and extend what children already know and can do. Communication and language development is a strong focus. Children are introduced to lots of new vocabulary such as a 'cocoon' as they learn about the life cycle of a caterpillar. They confidently use new vocabulary to explain how the roots of plants need to suck up water so they can grow.

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

- The childminder has made significant improvements and addressed the actions raised since her last inspection. She has attended an abundance of training and professional development opportunities. The childminder has embedded learning into her day-to-day practice. She has also provided her assistant with relevant training. This has helped to raise the quality of teaching and had a positive impact on the outcomes for children.
- Children demonstrate thoughtful behaviour towards each other, they take turns with toys and play cooperatively. For example, they help each other share ideas when mixing different colours of paint. They giggle with delight as they explore how to create a new colour.
- Children's independence is promoted well. The childminder teaches children to understand the importance of hand washing and personal hygiene, such as using tissues and placing them in the bin. This helps children learn the significance of their own personal cleanliness.
- The childminder provides opportunities for children to learn about the world around them. For example, they plant vegetables and learn how seeds grow into foods they can eat. However, the childminder does not always help children to learn about the healthy benefits of the foods they eat. This does not fully support children's ability to gain an understanding the effects of eating nutritional foods, on their bodies.

- The childminder and her assistant support children to gain mathematical knowledge. During a potato planting activity children use their problem solving and critical thinking skills as they measure the soil and learn concepts such as 'half full'. They use mathematical language as they talk about how deep they must plant the seedling potatoes and how the plants may grow as tall as them. These opportunities help children gain an interest in their early mathematical skills.
- During activities in the garden, the childminder helps children explore and make sense of nature. Children show a great resilience and care for insects they find. For example, they confidently handle minibeasts very gently as they place them in a safe place in the garden. Children demonstrate excellent skills and a genuine fascination with nature in natural environments.
- The childminder and her assistant read stories and sing rhymes as part of the daily routine. When children find a money spider, this sparks them to spontaneously burst into the song about 'Incy Wincy Spider'. This demonstrates their love for rhymes and how they know the rhymes well.
- The childminder provides activities to test out children's knowledge to ensure learning is embedded. She utilises opportunities as children practise their mark-making skills to support them to explore their knowledge of colour. Children demonstrate how they have learned about changes of primary colours using a colour wheel. When painting they make colour choices and know how the colours interact with each other. Children are supported to develop firm foundations in their learning before moving on.
- The childminder establishes good relationships with parents. She regularly shares children experiences and achievements. The childminder also shares ideas with parents such as the book of the week and what sound children are currently learning. This helps to support children's speech and language development at home. Parents comment on how their children are making great progress in their learning. The childminder has also developed good links with local schools, to ensure that children have a seamless transition in their next stage of learning.

Safeguarding

The arrangements for safeguarding are effective.

There is an open 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:

- enhance the curriculum to promote children's awareness of how eating healthy food affects their bodies.

Setting details

Unique reference number	2663015
Local authority	Bury
Inspection number	10320697
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	2 to 4
Total number of places	6
Number of children on roll	5
Date of previous inspection	3 November 2023

Information about this early years setting

The childminder registered in 2022 and is based in Radcliffe, Manchester. She opens from 6.30am to 6pm, Monday to Friday, all year round. The childminder holds qualified teacher status and works with an assistant.

Information about this inspection

Inspector
Alison Tranby

Inspection activities

- The inspector discussed any continued impact of the pandemic with the childminder and has taken that into account in their evaluation of the childminder.
- The inspector viewed the premises and discussed the intent of the childminder's curriculum during a learning walk.
- The childminder discussed her risk assessments and how she uses these to ensure all aspects of children's care and education are safe at all times. Also how the childminder evaluates her practice.
- The inspector observed the interactions between the childminder, her assistant and the children, who the inspector also spoke to throughout the inspection.
- The childminder and the inspector evaluated an activity and discussed the impact on children's learning.
- Consideration was given to parents' written comments.
- Relevant documents were reviewed by the inspector including children's information records.
- Discussions with the childminder and her assistant were held by the inspector to assess their knowledge of safeguarding and welfare requirements of the early years foundation stage.

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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