

Childminder report

Inspection date: 15 August 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 has developed an environment where children feel settled and safe. Children benefit from the secure relationships they have built with the childminder. For instance, they seek the childminder out for a reassuring cuddle if they feel sad. This supports their emotional well-being. The childminder is a positive role model and sets high expectations for all children. She helps children to understand the behaviour boundaries within the setting. For example, the childminder will encourage children to use their manners. Children show good sharing skills. They share out the building cubes carefully with each other. They say 'I like sharing' and give each other a 'high-five'. Children demonstrate good behaviour.

The childminder has built a curriculum that prioritises children's literacy development. Children show a love for reading. They excitedly choose a story from their bookshelf. The childminder reads with enthusiasm, which immediately captures the children's attention. As the childminder reads 'We're Going on a Bear Hunt', she encourages the children to join in with key phrases and actions. The childminder offers lots of praise to children. This encourages children to develop a positive attitude towards learning. Later, children act out the story using props, such as binoculars, as they search for the bear. They recite key phrases, such as 'we can't go under it'. Children are making good progress in their emerging literacy skills.

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

- The childminder has built a curriculum that identifies the skills she intends for children to learn. She plans engaging activities to support children's next steps in learning. However, the childminder does not implement the curriculum well enough to build on children's communication and language skills. For example, during activities, children have limited opportunities to engage in conversations to develop their critical thinking skills. This does not broaden children's vocabulary or further their understanding.
- The childminder provides opportunities for children to develop respectful relationships with each other. Children beam with excitement as they explore the new dinosaurs. They play cooperatively together. Older children recognise the different dinosaurs and explain the dinosaur names to the younger children. Together, children stomp and roar as they pretend to be dinosaurs. Children are creative in their play and develop kind attitudes towards each other.
- The childminder teaches children about good hygiene practices. She encourages children to independently wipe their own noses and wash their hands. Children confidently talk with the childminder about the importance of washing germs off their hands. Children are beginning to understand the importance of their own

good health.

- Parents speak highly of the quality of care the childminder provides. They feel that information-sharing is a real strength. Parents receive regular information on their child's development, next steps in learning and how they can support children's learning at home. This all helps to maintain continuity in supporting children's development.
- The childminder is reflective of her own practice. She identifies training to support her own professional development and children's individual needs. For example, she has recently researched ideas to support children who speak English as an additional language. As a result, the childminder has put key strategies in place to help children settle in and further support them with their communication needs.
- The childminder understands the importance of teaching children about similarities and differences beyond their own experiences. Therefore, she has prioritised teaching children about the wider world in her curriculum. For example, the childminder provides children with activities to learn about different cultures. In addition, the childminder uses additional funding to provide children with trips in the local community to support their development. This enhances children's social experiences and prepares them for life in modern Britain.
- The childminder offers a variety of experiences for children to build their physical skills. She provides children with activities to dance and practise moving in different ways. For example, children practise scooping soil into a plant pot and fix cubes together to build a tower. Children are making good progress in their physical development.

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:

- enhance the curriculum for communication and language to consistently build on what children know and can do, and broaden their vocabulary.

Setting details

Unique reference number	2672591
Local authority	Bolton
Inspection number	10350730
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	1 to 4
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 2022 and lives in Bolton. She operates her childminding provision from Monday to Friday, all year round, with the exception of Christmas and bank holidays. Sessions are from 7.30am until 5.30pm. The childminder holds a level 3 qualification in childcare.

Information about this inspection

Inspector

Danielle Kelly

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 childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- The childminder spoke to the inspector about children's learning and development, with a particular focus on communication and language.
- The inspector observed the interactions between the childminder and children.
- 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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