

Childminder report

Inspection date: 30 January 2020

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	Good
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What is it like to attend this early years setting?

The provision is good

The childminder makes sure she understands the needs of each child. Through information gathered from parents, and her own observations, she plans activities and resources that help children to progress well. For example, she supports children with specific physical needs by providing resources that will help strengthen their grip. Children develop comfortably within the levels expected for their age. Children experience regular trips out into the local community. They visit museums, attend toddler groups and take rides on the bus to the local town and parks. Children happily recall making Easter bonnets at a local centre. This supports children to develop their growing understanding of the world and the area in which they live.

Children feel safe and secure with the childminder. They constantly smile and laugh, and the atmosphere is pleasant, calm and relaxed. The childminder helps children to think about how to keep themselves safe. For example, as they cut up grapes together, children explain that they cut the grapes so they do not choke on them. The childminder encourages children to become self-sufficient. For example, children use the bathroom independently and can dress themselves. The childminder reminds them about hygiene practices and children clean their hands after blowing their noses. This helps children to prepare well for school.

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

- Children develop wonderful imaginations. They enjoy dressing up and inventing their own stories which involve 'aliens', 'unicorn houses' and trips on aeroplanes. The childminder promotes this further by joining in their play and engaging them in conversations about their aeroplane journeys to Turkey and Spain.
- The childminder supports children's mathematical development well. For example, as they play with 'sick' dolls, the childminder engages children in conversation about the doll's temperature. During planned activities and play, the childminder teaches children about size and how shapes are constructed.
- Children behave very well. They know rules and boundaries and follow instructions, such as when it is time to tidy up. Children enjoy helping the childminder and they are kind to each other. For example, children ask to vacuum the carpet and they consistently share toys with their friends.
- The childminder evaluates her provision and understands her strengths. However, she does not focus precisely on developing future plans for improvement. For example, she does not regularly seek the views of parents to help her assess the service she provides.
- The childminder brings stories to life. Children become excited as she gives them puppets, bowls and spoons to allow them to act out a traditional story. The childminder and children mimic voices of the bears and stir the 'porridge' in their

bowls. The children know the story and words well. This supports children to learn and recall stories and develop a life-long fondness for reading.

- The childminder provides a range of healthy food and snacks. She asks children what they would like in their sandwiches and which fruit they would prefer. Children make healthy choices. They choose pears, blueberries and grapes and ask for tuna in their sandwich.
- As children take part in activities, the childminder talks to them about what they are learning and why. For example, as children use tweezers to pick up small balls, she explains to them that they are developing their 'pincer' grip which will help them to write. This encourages children to think about their own abilities and how learning helps them.
- Although an experienced and knowledgeable practitioner, the childminder does not regularly update her own knowledge and skills. This means she does not access information and guidance to help her provide education to the highest standard.
- The childminder helps children to build their self-esteem. She constantly praises them and encourages them to try challenging activities by telling them that she is sure they can do it. This means children feel confident to try new things, even if they seem difficult. Children are keen to learn and are inquisitive. They listen intently to the childminder and enthusiastically anticipate what they will do next.

Safeguarding

The arrangements for safeguarding are effective.

The childminder puts thought and consideration into keeping children safe. In the home, she has measures in place to minimise risks. On outings and trips, she is mindful of potential dangers posed by other people. Although the childminder's safeguarding training is not up to date, and she does not have a very robust knowledge about the 'Prevent' duty, she does have a thorough understanding of the signs and symptoms of abuse. She is clear about what to do in the event of a concern about a child or adult and knows who to contact to report such concerns.

What does the setting need to do to improve?

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

- focus more precisely on evaluating the provision and developing ambitious plans for improvement, for example regularly seeking the views of parents to help assess the service provided
- build on experience and knowledge with greater focus on professional development, for example finding ways to access valuable training opportunities.

Setting details

Unique reference number	315541
Local authority	Bolton
Inspection number	10059745
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	2 to 4
Total number of places	6
Number of children on roll	3
Date of previous inspection	21 October 2014

Information about this early years setting

The childminder registered in 1991. She lives in the Smithills area of Bolton. The childminder operates from 7am to 5pm, Monday to Friday, term time only. The childminder provides funded education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Karen Bingham

Inspection activities

- The inspector took a tour of the setting and the childminder explained how she organises the environment to help children learn and play.
- The childminder planned an activity with the children that both she and the inspector assessed.
- The childminder discussed with the inspector how she evaluates her setting.
- The inspector observed teaching and the interactions between children and the childminder.
- The inspector viewed documents, such as accident and medicine records.

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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