

Childminder report

Inspection date:

25 February 2020

Overall effectiveness	Good
------------------------------	-------------

The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision is good

Children are keen and motivated learners. The childminder is proud to provide a warm and welcoming environment where children feel safe. Her approach is quiet and calming, and children gravitate to her. Children are emotionally secure and happy. They demonstrate this through the positive interactions and the jokes they share with the childminder.

Children behave well and use good manners. The childminder has high expectations for behaviour. She offers frequent praise and reassurance for children's accomplishments. Children persevere and show their will and determination, such as when they attempt to pick up different-sized buttons, using tweezers. The childminder provides this activity as one of many, to help to prepare their small hands for writing. Children eventually succeed and bask in the praise, delighted in their achievement.

The childminder is well qualified and the quality of education is good. Overall, the educational programme is planned to support children to learn the skills needed for what comes next. The childminder has a strong focus on helping children to develop their creativity. She provides an abundance of activities that allow children to represent their own ideas through different mediums, such as art, craft and design. They particularly enjoy experimenting with colour mixing, and making models from dough. This supports their exploratory skills and imaginations.

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

- The childminder's curriculum takes account of the unique ways that children learn. She ensures activities and resources are available that children enjoy. This means children remain interested, are independent and enthusiastic as they play and explore.
- Children show good mathematical awareness. They count as they play and also during routines, such as climbing the stairs. During a lively game of hide and seek, young children hide the dolls and competently count to 10 before finding them. Children notice shapes in the patterns that they paint. In addition, they consider 'more than' or 'less than', as they play with toy money. Overall, children are developing their communication skills. They use some rich language, such as 'garbage bin'. They expressively tell the inspector their favourite thing to do is 'put my wellies on and jump in muddy puddles'. That said, sometimes, the childminder fails to use the correct letter sounds and vocabulary when speaking with children.
- Children develop awareness of the similarities and differences between themselves and others. For example, the childminder enables children to spend valuable time with others, including children with special educational needs and/

or disabilities. Furthermore, she takes children out to playgroups with other childminders. Children benefit from new experiences and making relationships with people outside of the setting.

- Partnership working is strong. The childminder seeks out meaningful information from parents on entry. This helps her to support children's care and build on their prior learning from the start. One way she helps children to settle in is by asking parents to provide an item from home, such as a blanket with a familiar scent. Parents' comments are extremely complimentary. They return to use the childminder's services when they have a new addition to their family. The childminder involves and updates parents daily. For example, she recently shared ideas to help parents to support children's writing at home. She also liaises with teachers of schools that older children attend. This helps to provide consistency in supporting their needs.
- Children's behaviour is excellent. They play cooperatively with others and interact well. For example, during animated role-play shopping, children take turns to buy toy food. They put it into their bags and take it to the checkout. They use an electronic till as they count coins and pay for their 'green peas' 'cheese' and 'milk'.
- The childminder seeks feedback to make changes that benefit the children and families that she is so fond of. The childminder keeps mandatory training updated and works with other childminders to refresh her knowledge. She has also completed research which helped her to provide new ways to promote children's writing skills. However, she acknowledges that she could benefit from further training. The current plan for professional development is not precisely focused to further raise the quality of education, particularly regarding communication and language.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a thorough awareness of her responsibility to keep children safe. She has attended child protection training and keeps refreshed by using childminder forums. The childminder is aware of some of the wider aspects of safeguarding, such as how to spot children who are at risk of radicalisation or extremism. She has a good understanding of how to report any allegations against herself or a family member. The childminder's home is safe and secure. Children know the childminder's procedures. For example, they know to wait for the childminder before opening the door and when climbing up the steps to wash their hands.

What does the setting need to do to improve?

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

- focus professional development more precisely to address areas for further enhancement within the quality of education for communication and language
- extend the provision for supporting communication and language skills, particularly focusing on teaching children the correct phonetic sounds and vocabulary.

Setting details

Unique reference number	315555
Local authority	Bolton
Inspection number	10072834
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	3 to 7
Total number of places	6
Number of children on roll	4
Date of previous inspection	5 April 2016

Information about this early years setting

The childminder registered in 1997 and lives in the Heaton area of Bolton, Greater Manchester. The childminder operates all year round from 7.30am to 6pm, Monday to Friday. The childminder has an early years qualification at level 3.

Information about this inspection

Inspector

Layla Davies

Inspection activities

- The quality of teaching was observed and the inspector assessed the impact this has on children's learning.
- The inspector viewed the premises and the intent of the curriculum was discussed.
- The childminder and the inspector evaluated an activity together.
- Relevant documentation was checked and discussed, including policies and procedures. The inspector reviewed the childminder's self-evaluation and checked evidence of her suitability and the suitability of all adults who live in the household.
- Parents' views were obtained.
- Children were spoken to, and the childminder and the inspector held ongoing discussions throughout the inspection.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2020