

Childminder report

Inspection date: 17 September 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	Good
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What is it like to attend this early years setting?

The provision is good

The childminder has created a home-from-home environment. Children feel safe and happy in this vibrant setting. The childminder is a good role model. She provides children with clear expectations for their behaviour. Children know what is expected of them. They behave well and show care towards others. The childminder plans an ambitious curriculum that keeps children interested and motivated to learn. For example, children relish visits to the local park. They cannot contain their excitement while going on the bus to the local town centre. The childminder supports children's personal, social and emotional development exceptionally well. She spends time getting to know children when they first start at the setting. Children settle quickly and develop a strong sense of belonging.

The childminder is an advocate for providing children with first-hand learning experiences. For example, she organises for children to visit the zoo and farm. Children relish these opportunities. They look at photographs and excitedly recall the names of different animals. The childminder encourages children to be physically active. For example, she provides children with opportunities to take part in ring games and assault courses. Children use climbing apparatus with skill and coordination. They take pride in their achievements. For example, they share their artwork with the childminder and their friends. Children develop good levels of independence. They help to tidy toys away and take care of their personal belongings. Children develop the necessary skills in readiness for their eventual move on to school.

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

- The childminder has effective systems in place for self-evaluation. Through reflection, she prioritises improvements that have a positive impact on outcomes for children. For example, the childminder provides children with opportunities to visit places in the local community. This builds on children's early awareness of who they are and where they come from. Children talk about their local community with pride. They enjoy visits to the church and to the playgroup.
- Children receive a broad curriculum that is built on what they already know and can do. In the main, the childminder uses her knowledge of child development to keep children engaged in their learning. However, on occasion, the childminder does not allow children to try out their own ideas during their play. This means that some children lose interest in their learning.
- Overall, the childminder introduces new vocabulary to children and reinforces the correct pronunciation of words. However, she asks children questions in quick succession and does not give them sufficient time to respond. This does not support children's communication and language skills.
- The childminder fosters children's love of reading. She reads stories with

animation. Children snuggle into the childminder while looking at books. They enjoy visiting the local library. Children take books home to share with their families. They talk about their favourite stories. Children begin to recognise familiar words.

- The childminder has established a successful programme of professional development. She reflects on how training can improve her practice. For example, behaviour training has equipped the childminder to better support children to regulate their own feelings through relaxation activities. Children show excellent behaviour and have positive attitudes towards their learning.
- Partnership working is effective. The childminder welcomes the support from her local authority. She has forged excellent links with parents and carers. She keeps them informed about their children's time at the setting. Parents attend meetings to take part in assessing their children's learning. They commended the childminder on her loving and caring nature.
- The childminder teaches children about healthy living. Children follow good hygiene practices. They talk about washing germs off their hands before they sit down to eat. The childminder helps children to brush their teeth and talks to them about good oral health. Children enjoy enacting the role of a dentist. They talk about the importance of not eating too many sugary foods. Children gain a good understanding of what helps them to lead a healthy lifestyle.

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:

- allow children to explore their own thoughts and ideas during their play
- provide children with more time to think and respond to questions, to better support their communication and language skills.

Setting details

Unique reference number	315618
Local authority	Bolton
Inspection number	10350999
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	1 to 1
Total number of places	6
Number of children on roll	2
Date of previous inspection	26 September 2018

Information about this early years setting

The childminder registered in 1999 and lives in the Smithills area of Bolton, Greater Manchester. She operates from 8am to 5.30pm, Monday to Thursday all year round, apart from family holidays and bank holidays. The childminder holds an early years qualification at level 3.

Information about this inspection

Inspector

Luke Heaney

Inspection activities

- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The childminder spoke to the inspector about their intentions for children's learning.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- Parents shared their views of the setting with the inspector.
- The childminder showed the inspector documentation to demonstrate the suitability of all those caring for children.

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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