

Childminder report

Inspection date: 6 February 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 warmly welcomes children and their families into her home. Children are happy, safe, and well cared for. They enjoy a broad range of well-planned activities. Encouraged by the childminder, children confidently make choices about which activities they would like. They help to gather the equipment they need and become absorbed in their play. The childminder skilfully sparks and extends children's interest in their chosen activity. She models new ways to mould and shape dough. Children excitedly knead, pinch, squeeze and flatten the dough. Such experiences help children to develop strength and dexterity in their hands and fingers. Supported by the childminder, children use increasingly descriptive language as they describe what they are doing. The childminder effortlessly introduces mathematical language and concepts as children learn to recognise shapes and think about quantities they need as they play.

The childminder effectively builds on what children already know and can do, to help children gain the knowledge and skills they need to support their learning. Children become confident and motivated learners who are eager to learn new skills. The childminder provides valuable opportunities for children to repeat and revisit activities. This allows children time to practise and consolidate what they have learned. Supported by the childminder, children learn how to use a range of small tools and use them with increasing accuracy. Under supervision children confidently and safely chop tomatoes as they help to prepare their lunch.

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

- The childminder has a very good overview of each child's capabilities. She is clear about what she wants children to learn next and how she intends to teach children the skills they will need. She provides a rich, well-planned curriculum that helps children to gain the skills and knowledge they need to help them succeed in school.
- The childminder successfully encourages children to voice how they would like to spend their time. She listens carefully and plans activities that ignite children's enthusiasm for learning. As a result, young children persevere with tasks, they enjoy problem solving and demonstrate exceptional concentration.
- Children enjoy regular outings and have opportunities to learn about themselves and their local community. These real experiences, supported with positive discussion are effectively used to strengthen children's awareness of similarities and differences between themselves and others in society. This helps to prepare children for life in modern Britain.
- The childminder creates an exceptionally well-presented accessible playroom. This promotes imaginative play particularly well. Children use the available areas to act out real and imagined experiences, as they go shopping, go to the doctors

and visit the café.

- Mindful that some children have fewer opportunities to play alongside other children. The childminder carefully selects and attends planned group activities. This provides opportunities for children to further develop their confidence and social skills in small group situations.
- The childminder promotes personal, social and emotional development very well. Children are learning the importance of socially acceptable behaviour. The childminder clearly explains behavioural expectations and supports children as they learn to recognise, understand, and manage their feelings and behaviours.
- The childminder closely monitors the progression of children's speech and communication skills. She models language well and successfully extends children's vocabulary. Children have access to a superb selection of books, they enjoy sitting in 'dens' to independently experience the joy of books.
- Overall, the educational programme for physical development is strong. Younger children are well supported to achieve key milestones, such as sitting, crawling, standing, and walking. However, there is less provision for older children to further develop their balance, co-ordination and spatial awareness.
- Children are learning about the importance of a healthy lifestyle including the importance of good oral health. They enjoy helping to prepare nutritious meals and healthy snacks and benefit from daily opportunities to be outdoors. This helps to promote their good health and well-being.
- The childminder builds positive relationships with parents from the start. Parents are well informed about their child's learning and the progress they are making. Information regarding children's individual needs is routinely exchanged to ensure a consistent approach to children's care.
- The childminder reflects on the quality of her provision and routinely completes mandatory training, such as paediatric first aid. She recognises that, since the Covid-19 pandemic her professional development to further improve outcomes for children has been limited.

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 educational programme for physical development, to help children further develop their core strength, balance, spatial awareness and co-ordination
- explore professional development opportunities, to help raise the quality of teaching and further improve learning outcomes for children.

Setting details

Unique reference number	315713
Local authority	Bolton
Inspection number	10305013
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	0 to 11
Total number of places	6
Number of children on roll	12
Date of previous inspection	8 February 2018

Information about this early years setting

The childminder registered in 1995 and lives in Bolton, Lancashire. She operates all year round from 7.30am to 5.30pm, Monday to Friday, except for family holidays and bank holidays. She holds a qualification in childcare at level 3.

Information about this inspection

Inspector

Vickie Halliwell

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The childminder showed the inspector the premises and discussed how they ensure it is safe and suitable.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between the childminder and children.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- The childminder provided the inspector with a sample of key documentation.

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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