

# Childminder report

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Inspection date: 12 December 2022

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|------------------------------|-------------|
| <b>Overall effectiveness</b> | <b>Good</b> |
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|--------------------------|-------------|
| The quality of education | <b>Good</b> |
|--------------------------|-------------|

|                         |             |
|-------------------------|-------------|
| Behaviour and attitudes | <b>Good</b> |
|-------------------------|-------------|

|                      |             |
|----------------------|-------------|
| Personal development | <b>Good</b> |
|----------------------|-------------|

|                           |             |
|---------------------------|-------------|
| Leadership and management | <b>Good</b> |
|---------------------------|-------------|

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|----------------------------------------------|------|
| Overall effectiveness at previous inspection | Good |
|----------------------------------------------|------|

## **What is it like to attend this early years setting?**

### **The provision is good**

The childminder provides a stimulating and organised environment for children to grow and learn in. Children engage in their play and confidently select activities and toys that meet their interests. For example, they enjoy problem solving with the large construction set, promoting language and communication. In addition, children have a positive attitude to their learning as they express their wishes and feelings. Children have a loving and warm relationship with the childminder, who is friendly and nurturing. Children are emotionally secure and happy. They demonstrate that they are confident and have a sense of belonging.

Children behave well. The childminder is a positive role model. She has high expectations for the children and supports them to develop good manners. Children respond well to simple instructions, such as to tidy up the toys. They learn to show respect for one another. Children are independent and gain confidence in their self-care skills. For example, they follow good hygiene practices as they learn to wash their hands independently and help prepare the morning snack with support. Children develop a good awareness of oral hygiene and know to brush their teeth. They also know how to follow a healthy diet.

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

- The childminder plans a wide range of activities that interest children and support them to learn and develop. For example, children enjoy threading cereal onto pipe cleaners, which enhances their physical development and small-muscle skills effectively.
- The childminder knows the children in her care well. She is clear about what she wants children to learn, and plans an ambitious and stimulating curriculum. The childminder closely tracks and monitors children's progress and uses this information to identify potential gaps in their learning. She plans children's next steps in learning effectively and shares this information with their parents and other professionals. Children are supported well for their future learning.
- The childminder is an excellent role model. Children learn about other people who are not as fortunate as themselves. For example, they choose items to take to the local foodbank weekly, to support families in the local community. This helps children understand the importance of helping others.
- The childminder has a good relationship with parents. She is aware of her responsibility to provide parents with a written progress check when their children are aged between two and three years. Parents speak very highly of the childminder. They report that their children are always happy to attend the setting. They state that she provides 'great enhancements around culture and diversity' and would recommend her to others. Parents explain that they have seen their children come on in 'leaps and bounds' in their learning and

development. These partnerships help to support a consistency of care for children.

- Overall, the childminder supports children's communication and language development well. She repeats words and phrases back to children, so they hear the correct pronunciation. She introduces new vocabulary and asks children questions to check their understanding. However, occasionally, the childminder does not allow children sufficient time to think about questions. This does not consistently support children's communication skills.
- The childminder assesses children's development effectively, and confidently knows their stages of development. She plans well for children's learning. For example, children enjoy developing their imaginary play with train sets and learn how to connect the magnetic carriages together. Children make good progress.
- The childminder plans activities to explore feelings and reads stories to help explain emotions. This helps to develop children's self-esteem and their understanding of emotions.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure understanding of her role and responsibilities to safeguard children. She undertakes regular safeguarding training to refresh her knowledge, and is highly competent. The childminder recognises the signs that may indicate a child is at risk of harm. She has a secure knowledge of how to make a referral to the local authority. The childminder is aware of what to do if an allegation is made against her. She carries out robust risk assessments to ensure that children are always safe. The childminder supervises children well and makes sure that her home is free from hazards, to help minimise any risks to children.

## What does the setting need to do to improve?

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

- allow more time for children to think and respond to questions, to fully support their communication and language skills.

## Setting details

|                                                    |                                                                                   |
|----------------------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>                     | 315760                                                                            |
| <b>Local authority</b>                             | Bolton                                                                            |
| <b>Inspection number</b>                           | 10263063                                                                          |
| <b>Type of provision</b>                           | Childminder                                                                       |
| <b>Registers</b>                                   | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Day care type</b>                               | Childminder                                                                       |
| <b>Age range of children at time of inspection</b> | 3 to 5                                                                            |
| <b>Total number of places</b>                      | 6                                                                                 |
| <b>Number of children on roll</b>                  | 2                                                                                 |
| <b>Date of previous inspection</b>                 | 19 April 2017                                                                     |

## Information about this early years setting

The childminder was registered in 1998 and lives in Harwood, Bolton. She operates all year round, from 8am to 5.15 pm, Monday to Thursday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3.

## Information about this inspection

### Inspector

Lisa Grundy

### 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 setting.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- The childminder showed the inspector around the premises and discussed how she ensures that they are safe and suitable.
- The inspector completed a joint evaluation of an activity with the childminder and discussed the findings.
- The inspector looked at relevant documentation relating to the childminder's suitability, qualifications and insurance.
- The inspector spoke to children and took account of the views of parents from their written feedback.

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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