

Childminder report

Inspection date: 23 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	Outstanding
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What is it like to attend this early years setting?

The provision is good

Children are happy and eager to learn at this setting. They independently explore and confidently show the childminder what they would like to play with. The childminder responds well to children, knowing when to get involved in their play and when to step back. Children appreciate this and show high levels of pride, especially when they create something by themselves. For example, some children choose to build their own 'tall towers', rather than join a group building project. They laugh and clap as they manage to stack a tower that reaches well above their own heads.

Children show impressive levels of self-confidence and social skills. They demonstrate maturity beyond their years. For instance, three-year-old children clearly explain how they are feeling when they experience minor disagreements with their peers. They hold discussions with the childminder and their friends and come up with a resolution together. Children behave very well. They are generally supportive and empathetic towards their peers. For example, older children instantly jump to help their younger peers when they have misplaced their favourite comfort toy.

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

- The childminder praises children for their positive behaviour. She creates monthly 'positive behaviour posters' for every child, which records their achievements and kind moments. Children can choose a special sticker or decoration for their poster for each mentioned occasion. Children value this approach. They excitedly show the inspector their current and past posters, remembering moments of praise and pointing out their favourite decorations. This helps to support children's self-confidence and encourages their good attitudes.
- Children enjoy imaginative play at this setting. They use their own first-hand experiences in role play with their peers. For example, three-year-old children cook 'peas', 'granola bars' and 'flower babies' as a delicious meal for 'customers' in their cafe. They take on various roles, including doctors, as they administer medicines to their 'sick' baby dolls. Children strengthen their communication and language skills and develop their expressive art and design through this play.
- Children show an embedded understanding of the importance of hygiene. They independently wash their hands, without being prompted, after using the bathroom or cooking and before eating food. They are aware that washing their hands means they are 'clean' and free from germs. Children encourage one another to make healthy choices. They remind each other that fruit 'will help you grow big and strong', showing an understanding of some links between good food choices and good health.

- Parents value this childminder. They feel assured that she provides exciting, fun activities for their children while keeping them safe. Parents appreciate that the childminder gives them every opportunity to praise their children. They feel very informed about their children's successes, achievements and daily experiences.
- The childminder understands how young children learn. She uses this knowledge, alongside children's levels of development and current interests, to plan targeted, challenging activities. This helps to support children's learning and development as they work towards their current goals. For instance, the childminder plans exciting dominoes tournaments to help support children's counting skills and number recognition.
- Children's physical development and understanding of the world are well supported. The childminder is passionate about outdoor learning. She takes children on daily 'listening walks' and encourages them to explore nature in the local fields, trails and parks. The childminder uses sounds in nature, such as the 'squelch' of wellington boots in muddy puddles and animal sounds, to support children's listening skills. Children learn about the natural world and as they ask questions about the things they observe. Children enjoy these outings and talk about them fondly.
- The childminder evaluates her own practice well. She regularly considers her own strengths and areas for development. This means she is able to improve upon and evolve her setting continuously. However, the childminder needs to strengthen her understanding of the role of the local authority designated officer. This is essential knowledge to have in order to follow statutory safeguarding requirements.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is aware of signs and symptoms which may indicate a child is being abused or neglected. She confidently understands the procedures to follow should she have any concerns for the welfare of a child. The childminder has kept her knowledge up to date. For instance, she is aware of wider safeguarding issues such as the 'Prevent' duty. Overall, the childminder has a strong comprehension of her safeguarding responsibilities. However, she needs to strengthen her understanding of the steps to follow should an allegation be made against her, or anyone working or living on the premises.

What does the setting need to do to improve?

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

- strengthen understanding of the correct procedures to follow should an allegation be made against anyone working or living on the premises.

Setting details

Unique reference number	315795
Local authority	Bolton
Inspection number	10128985
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	2 to 8
Total number of places	6
Number of children on roll	7
Date of previous inspection	30 November 2015

Information about this early years setting

The childminder registered in 1986 and lives in Westhoughton, Bolton. She operates all year round from 7am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate early years qualification at level 4. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Shauneen Wainwright

Inspection activities

- The childminder and the inspector conducted a joint observation of practice and evaluated this together.
- During a tour of the setting, the childminder explained to the inspector how she organises and delivers her curriculum and the impact this has on children's development.
- The inspector gathered feedback from children and parents about their experiences at the setting.
- Leadership and management discussions were held between the childminder and the inspector 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.

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