

Childminder report

Inspection date: 13 February 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 have formed strong relationships with the childminder, her assistant and each other. This helps children to feel emotionally safe and secure. They thoroughly enjoy their time in this setting. The childminder offers a warm and welcoming learning environment. Regular observations of children during play enable the childminder to assess their progress and plan activities to strengthen their knowledge and understanding further.

The quality of teaching is good. The childminder's assistant spontaneously picks up on an outdoor opportunity to play hide and seek. Children show excitement and engagement in the activity. Children have fun sticking materials with different textures on their pictures. They beam with pride and run over to the visitors to show them. Children show awareness of what they already know. For instance, they independently count how many individual textures are stuck on the picture. Children talk about 'small' and 'large' as they watch the aeroplane in the sky. The childminder and her assistant are good role models. Children's behaviour is good, and their confidence and self-esteem are high.

The childminder and her assistant have high expectations for all children. The childminder has a good understanding of how children learn. She plans age-appropriate activities to support children in their learning. For example, they go to the woods and collect sticks. This supports children to walk, explore new environments and use their imagination. On their return, the childminder encourages children to recall what they remember seeing.

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

- The childminder uses children's interests to plan activities. For instance, children regularly observe birds and squirrels in the garden. Parents have supported children's interests further by donating a birdhouse. The childminder extends children's learning by supporting them to make binoculars from cardboard. Children excitedly look through them to see what they can see. They confidently encourage visitors to look with them.
- Partnership with parents is very effective. The childminder keeps parents informed about their child's day and the activities they have enjoyed doing. She does this through verbal daily feedback, a messaging service and a communication diary. Parents comment that they would class the childminder and her assistant as family.
- The childminder encourages children's interest in books. Children develop a love of books from an early age. They can freely access a wide range of excellent books independently. Occasionally, the childminder's assistant does not allow children to follow their own interests. He interrupts their flow of play to

encourage children to follow his idea.

- The childminder and her assistant create a stimulating play environment. Older children begin to focus as they attempt to write their names on their pictures. Younger children enjoy making marks with chalk outdoors to explore mark making. This helps to build on their early literacy and small-muscle skills.
- Children play cooperatively together. They share and wait patiently to use the glue sticks for sticking their collage. Children listen and respond appropriately to the childminder and her assistant.
- Children enjoy moving and dancing to music. They joyfully practise different movements, such as moving their arms and bodies in different ways. Children sing familiar words in the song and giggle as they all join in.
- Younger children are supported to wash their hands after they use the toilet and before eating their meals. Older children develop independence, including managing their own personal needs and routines. This helps to keep them healthy and safe.
- The childminder establishes effective partnerships with other settings that children attend. For instance, she has obtained school newsletters so that she can continue to build on what children already know.
- The childminder and her assistant have completed all their mandatory training. They regularly meet up with other childminders to discuss any updates on new legislation and to share practice. However, the childminder has not established a programme of professional development to raise the quality of teaching to an even higher level.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant have completed safeguarding training. The childminder understands that it is her responsibility to ensure that her assistant keeps his safeguarding knowledge up to date. For instance, she ensures that he is aware of local safeguarding arrangements. They have a secure knowledge of the signs and symptoms that may indicate that children are at risk of harm. The childminder understands what to do if she has a concern about a child in her care and knows the procedure to follow if a referral is required. They have a good understanding of what to do in the event of an allegation being made about either of them.

What does the setting need to do to improve?

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

- enable children to complete their chosen activities to their satisfaction before moving them on to adult-led choices
- establish a programme of professional development to raise the quality of

teaching to a higher level.

Setting details

Unique reference number	316480
Local authority	Bury
Inspection number	10128988
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 10
Total number of places	12
Number of children on roll	12
Date of previous inspection	5 August 2015

Information about this early years setting

The childminder registered in 2001 and lives in Bury. She operates all year round from 7.15am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children. She works with an assistant.

Information about this inspection

Inspector

Maryam Chauhan

Inspection activities

- The inspector completed a learning walk of the areas used by the childminder to find out how they are organised, and looked at the range of activities provided indoors and outdoors.
- The quality of teaching was observed, and discussions were held about the impact on children's learning and development.
- During the inspection, the inspector spoke to and interacted with the children.
- The inspector took account of the views of parents through written feedback.
- A range of documentation was looked at, including safeguarding policies, training certificates and evidence of the suitability of adults living on the premises.

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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