

Childminder report

Inspection date:

14 September 2021

Overall effectiveness

Good

The quality of education

Good

Behaviour and attitudes

Good

Personal development

Requires improvement

Leadership and management

Good

Overall effectiveness at previous inspection

Requires improvementRequires improvement

What is it like to attend this early years setting?

The provision is good

Children are safe and well cared for. Following the COVID-19 pandemic, they leave their parent or carer at the door each morning and, in the main, they enter happily. Children are settled and they make themselves at home. They show how strong their relationships are with the childminder, calling her name to invite her to play. Children happily join in the interesting activities that the childminder provides. They enjoy and persist with small challenges, such as to thread laces through holes around a picture.

Overall, children are developing the knowledge and skills that they need to support their future learning. This is because the childminder thinks carefully about how to provide them with the foundations they need to progress. For example, children develop strong hand and finger muscles through their regular play with dough. They watch and repeat the childminder's actions of pinching, squeezing and rolling the dough.

A particular strength of the childminder's curriculum is how well it supports children's communication and language. Children are keen to talk, and their vocabulary is continually increasing. They hear the childminder say interesting words, such as 'ripping', 'stuck' and 'squashing', as they play with the dough. However, the curriculum to support some aspects of children's self-care and their personal and social skills are implemented less effectively.

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

- The childminder has made improvements since the previous inspection. She understands her strengths and weaknesses and has been proactive in working with her local authority and developing her knowledge to help her improve. She has made good use of training to promote children's communication and language. This includes use of highly focused checks, which help her to identify children who may need additional support. As a result, children benefit from her continued professional development.
- The childminder is clear about what children need to learn and why. She also provides a good balance of what they want to play with and what they need to do to support their learning. Children choose toys that interest them as well as joining in with the activities that the childminder plans. Her approach helps to keep children engaged in meaningful activities, which support both their learning and their enjoyment.
- The childminder observes the children closely and knows them well. She assesses what they can do with sufficient accuracy to provide play that builds on what the children know and can do. This promotes progression towards their next stage in learning. Overall, children make good progress.

- Children are keen to join in and have a go. This is because the childminder provides interesting activities that have the right amount of challenge. She demonstrates well to help children to understand possibilities. Children copy her actions and keep on trying. These positive attitudes support their future learning.
- The childminder is relaxed and is caring. Children are familiar with the childminder's routines, and they independently snuggle on the sofa for a rest after lunch. Children are happy and settled in the nurturing home.
- The childminder promotes children's love of books. Children freely access a range of interesting books and enjoy looking at the pictures independently. Older children remember familiar characters. This inspires the use of highly interesting vocabulary, such as 'treasure maps' and 'pirates'. Children use what they remember to enhance their imaginative play. This consolidates their learning further.
- Good hygiene is effective in reducing the risk of cross-infection. Children understand and are compliant with care routines. However, the childminder has not planned opportunities that support children to progress towards independence. For example, before lunch, the childminder wipes children's hands for them. Additionally, she does not carefully plan opportunities that prepare children for using the toilet when they start to show signs of readiness.
- Children know and follow routines impressively. When asked, children tidy up eagerly and the environment is orderly. However, the childminder does not consistently promote wanted behaviour in highly positive ways. She does not carefully plan how to help children steadily progress toward playing cooperatively with others. She sometimes expects very young children to collaborate during play with one particular piece of equipment before they have developed the social skills to do this.
- The childminder establishes relaxed, friendly communications with parents. She makes effective use of communication applications to help to provide parents with regular updates about children's care and their learning and development. The effective communication helps her to understand and plan how to meet children's individual needs.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has kept her knowledge of child protection issues and procedures up to date through relevant training. She is acutely aware of what she must do if she has any concerns about a child's well-being. The childminder also knows the agencies to contact should an allegation be made against herself or a family member. The curriculum helps children to stay safe from a young age. For example, the childminder tells children that they must not climb on the sofa so that they will not fall. She teaches them about staying safe on the walks to and from school by holding hands and learning about the crossing patrol they pass.

What does the setting need to do to improve?

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

- provide increased opportunities to help children learn how to play cooperatively and with increasing self-control
- enhance the curriculum for physical development, providing increased opportunities for children to progressively learn how to manage their own personal hygiene
- increase skill in promoting children's personal, social and emotional development in highly positive ways.

Setting details

Unique reference number	316693
Local authority	Bury
Inspection number	10206324
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 5
Total number of places	6
Number of children on roll	6
Date of previous inspection	16 April 201916 April 2019

Information about this early years setting

The childminder registered in 2000 and lives in Bury. She operates all year round from 7.15am until 5.30pm, Monday to Friday, except bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Angela Rowley

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 her evaluation of the setting.
- The childminder and the inspector had a learning walk and tour of the premises.
- The inspector observed the interactions between the childminder and the children throughout the inspection. She evaluated the impact of these on children's learning.
- Children's play and activities were observed, and the inspector and the childminder discussed these afterwards.
- Relevant documentation was reviewed by the inspector, including evidence of the childminder's training and suitability.

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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