

Childminder report

Inspection date: 17 May 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	Outstanding
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What is it like to attend this early years setting?

The provision is good

Children are warmly welcomed by this very experienced childminder, who is committed to promoting children's happiness. The childminder offers a welcoming and homely environment. The children have warm and affectionate bonds with the kind and caring childminder. This helps them to feel safe and secure. The children transition safely from the childminder's home to the school and nursery. They walk in pairs, and show they are familiar with the routine. The childminder helps children to learn how to keep themselves safe. For example, she teaches children road safety rules and how to cross the road with care.

The experienced and knowledgeable childminder has developed an effective curriculum. She assesses children's capabilities when they join the setting. This enables her to plan activities to support children to make good progress in their learning and development. The childminder tracks children's progress and identifies next steps for each child. This information is shared with parents, which keeps them up to date on their children's progress.

The childminder has high expectations for children's behaviour and is a good role model. Children clearly understand and follow the well-embedded routines. When occasional minor disagreements happen, the childminder steps in quickly and reminds children why it is important to share toys or take turns.

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

- The children benefit from a wide range of outdoor experiences. For example, as children show interest in the smell of the freshly cut grass, the childminder encourages them to touch and smell the grass. This generates lots of excitement as children explore the texture of the grass and throw it in the air. Children have lots of opportunities to gain knowledge of the wider world and natural environments.
- The daily routines are well organised and promote children's physical health and well-being effectively. For example, children have daily opportunities for outdoor walks in the community. They also use public transport to visit larger parks in the area. This offers children different experiences. The children enjoy climbing on the apparatus and balancing on the beams in the nursery playground. This helps to increase their physical skills and fitness.
- The childminder interacts well with children and extends their learning skilfully. The children giggle happily as they play imaginatively with the pretend fire station. Their creativity is further enhanced as the childminder encourages them to make a pretend bus using the chairs provided. Children delight in the opportunity to take charge and ask the childminder where she wants to go on their bus. The childminder expertly uses impromptu opportunities to model

conversations. This further promotes children's language skills as they travel to their destination.

- The childminder develops children's mathematical skills during activities. Children eagerly sing counting rhymes. They also learn to recognise numbers by counting the dots on the dice when playing board games. This helps to give them a good grounding in early mathematics.
- The childminder completes daily risk assessments inside and outside to check for hazards to ensure children's safety. For example, the childminder checks that the outdoor grass is not slippery from the rain before children venture outside. The childminder also completes risk assessments on outings. For example, she checks that the play equipment in the park is safe before children use it. This demonstrates safe and efficient management of the provision, which helps to keep children safe.
- The childminder works hard to develop her own practice. She attends local networking groups and receives regular updates on changes in the sector. The childminder is motivated to read, review and reflect on these changes to improve the services she provides. This helps to provide good outcomes for children.
- Parents appreciate the childminder for her flexibility in providing care and dedication. They say that children make 'progress through her guidance and support' and that the childminder has directly contributed to how caring their children have become. Parents welcome regular updates about their children's progress and ideas for activities at home, such as potty training. This partnership working has helped parents to support their children's learning and progress.
- The curriculum for physical development is not as strong as other aspects. Children are not always encouraged to take responsibility for their personal hygiene. For example, after wiping their noses, they are not encouraged to put used tissues in the bin or clean their hands. This does not help them to become increasingly independent with their self-care needs. It also poses a risk of cross-contamination.

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:

- develop children's understanding of good hygiene practices, to help them to become increasingly independent with their self-care skills.

Setting details

Unique reference number	502381
Local authority	Bury
Inspection number	10335406
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 10
Total number of places	6
Number of children on roll	11
Date of previous inspection	14 June 2018

Information about this early years setting

The childminder registered in 2001 and lives in Whitefield, Bury. She operates her childminding provision all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate childcare qualification at level 3. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Nicky Martin

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 discussed how the childminder organises their early years provision, including the aims and rationale for their curriculum.
- The inspector observed the interactions between the childminder and children.
- The inspector held discussions with the childminder, parents, and children at appropriate times during the inspection.
- 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 on request.

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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