

Childminder report

Inspection date: 22 June 2023

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	Good
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What is it like to attend this early years setting?

The provision is good

Children are happy and behave well in the childminder's home. They copy behaviours modelled by the childminder, such as using manners and being kind. Children bring each other drinks and pass toys to their friends. The childminder noticed this as an area of development for children since the COVID-19 pandemic. She supports children and families to understand rules and boundaries, which helps to prepare children for their move to school or nursery. Children are settled and confidently explore their environments. They are praised consistently and show a can-do attitude towards their learning. Children love to sing and dance to a range of songs. They practise hand actions as well as slow, controlled body movements when they listen to calming music and wave scarves in the air. Children develop good physical skills from the start.

Children enjoy a range of healthy, home-cooked food. They sit together at mealtimes, where they use and extend their social skills. Children have a range of opportunities to access their local community and learn about nature. They visit shops and markets to taste and buy different fruit and vegetables. Additionally, they grow and smell herbs in the garden.

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

- The childminder knows children well and weaves their interests into their learning as much as possible. However, during activities, she sometimes does not extend children's development further by encouraging them to solve problems or use their thinking skills. Occasionally, this leads to children losing interest and disengaging from their play.
- Although the childminder plans to support children's next stages in learning, such as being more independent, she sometimes does not embed this in practice. For example, the childminder serves meals and snacks. Additionally, she lifts children up to the sink and washes their hands. This occasionally limits children's choice and ability to 'have a go' during their play and self-care routines.
- The childminder shows a good level of commitment to improving her skills and knowledge. She regularly attends training to broaden her awareness of child development topics, such as supporting speech and language. Additionally, she works closely with other local professionals to share good practice ideas and continually develop her home to suit children's needs.
- The childminder has developed good working relationships with parents. They know what their children enjoy in the childminder's home and what she has been supporting them with in their development. Parents receive daily updates about their children's progress. Furthermore, they are offered more-detailed appointments where the childminder can share strategies to help parents

continue children's learning and development at home.

- Children's communication and language skills are fully supported from the start. The childminder identifies their levels of development and swiftly works to tackle any gaps. She works with other agencies to enhance additional learning support for the children who require it. Furthermore, she models excellent language with children and encourages their participation in songs and stories. This helps to develop children's use of new vocabulary.
- Children love to play in the childminder's outdoor area. They enjoy filling and pouring water and cereal. The childminder supports children to think about quantities and uses numbers during their discussions. This helps to develop children's understanding of early mathematical concepts.
- The childminder supports children to develop mark-making skills from an early age. She understands the importance of building their larger physical skills before moving on to fine motor skills in children's hands. Children use a range of tools. They spend time painting on large paper and using tweezers to pick up items.
- Children are exposed to a range of traditional items as they play. They use chopsticks and Indian serving bowls in the mud kitchen. This helps them become aware of some of the different cultures in the surrounding area. Additionally, children regularly visit the community to broaden their awareness of different people and to help prepare them for life in modern Britain.

Safeguarding

The arrangements for safeguarding are effective.

The childminder ensures that she maintains a good level of understanding around safeguarding children and knows what to do if she has a concern about their welfare. The childminder and her assistant have maintained child protection and paediatric first-aid training to help them respond effectively to incidents. The childminder recognises a range of signs and symptoms that may indicate a child is being abused. She knows where to report these issues. The childminder keeps her home and equipment safe for children to use. She helps children learn how to play safely in her garden and by tidying up their toys so they do not trip. Children's hygiene is supported at all times, including during nappy changing routines. They develop a good awareness of healthy lifestyles.

What does the setting need to do to improve?

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

- increase interactions with children to further support and challenge their thinking and problem-solving skills
- encourage more opportunities for children to make choices and develop their independence during play and self-care routines.

Setting details

Unique reference number	504910
Local authority	Bolton
Inspection number	10285321
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 7
Total number of places	12
Number of children on roll	4
Date of previous inspection	2 October 2017

Information about this early years setting

The childminder registered in 1994 and lives in Bolton, Lancashire. She operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder has an early years qualification at level 3. She occasionally works with an assistant.

Information about this inspection

Inspector

Rachel Waterhouse

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 inspector and the childminder observed children during activities and had a follow-up discussion about children's learning and development.
- The inspector spoke to the childminder and children at appropriate times during the inspection.
- The childminder discussed how she plans and delivers her curriculum to children, and the inspector evaluated the impact this has on their learning.
- Parents' views were taken account of by the inspector during 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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