

Childminder report

Inspection date:

27 February 2020

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Overall effectiveness at previous inspection

Outstanding

What is it like to attend this early years setting?

The provision is outstanding

Children enter the setting very happily and greet their friends with excitement. The learning environment is superb and children eagerly access resources as soon as they arrive. The setting combines a home-from-home environment with the facilities of a much larger setting. For example, children access a large garden at the back of the house with a purpose-built building which extends children's learning in the outdoors. The childminder has a clear vision of the curriculum she offers. Her whole ethos is that children learn through real-life experiences and, as such, every part of the setting is extremely well thought out. For example, children use a 'tinker shed' in the garden where they use real tools to take apart and rebuild old electrical items.

Children are extremely happy and settled in the setting and interactions are of the highest quality. The childminder is passionate about promoting children's emotional well-being and self-esteem. For example, on entry, she ensures that every child has a cushion with their face printed on it. Children as young as two enjoy lining the cushions up and comment 'these are my friends'. The childminder has the highest expectations for all children in her care and does her utmost to support their individual needs. Children have positive attitudes, are respectful of one another and demonstrate excellent behaviour.

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

- The childminder works very closely with an experienced assistant. They both share the same vision and values. They constantly evaluate their practice and there is a constant thirst to enhance their professional development. Training is targeted to the needs of children and implemented. For example, the childminder has introduced a wide range of natural resources and items from real life. The impact of this is that children are using their imaginations and enhancing their language skills much more.
- The childminder and her assistant constantly nurture children's individual needs. For example, children sleep when they need to and eat at different times to their peers. The childminder fully understands that each child is unique. Children's emotional well-being is promoted. For example, the childminder comforts children as they wake from sleep, giving them a reassuring cuddle. Older children show high levels of independence. Children listen carefully and their behaviour is excellent.
- There is a strong focus on promoting children's communication and language. The childminder carefully plans activities which support children's natural interests and engage them in learning. For example, children have a deep fascination with dinosaurs. They enjoy sorting dinosaurs into size order and counting groups of dinosaurs. Children then use hammers and chisels to prize

dinosaurs out of plaster eggs. Children gleefully exclaim, 'It's a diplodocus, he has a long neck' and, 'It's a triceratops it has spikes and it walks on the ground'. The childminder extends children's language by using words such as 'archaeologist' and 'fossil'.

- The childminder presents exciting learning opportunities across all areas of learning. Children's development is excellent. For example, children as young as two and half make marks in mud with a large stick. They then use a pencil to draw a face with facial features. The childminder creates opportunities which are purposeful for children and which help them to acquire new skills successfully. She carefully considers enriching experiences that she can provide for children. For example, children fly kites at the beach and visit an aquarium to find out about sharks.
- Parents are fully involved in children's learning and assessment. Communication methods with parents are imaginative. For example, the childminder writes a regular blog where she shares recipes, activities and ideas for home learning. Parents particularly value the way that the childminder recognises the individual needs of children. They comment, 'I don't believe you could find a better place anywhere' and, 'I am constantly impressed by the lengths they go to, to ensure that children are challenged as individuals'.
- The childminder actively seeks to make partnerships with a wide range of other professionals. For example, she works closely with staff from local schools, health visitors and advisers from the local authority. In addition, she invites other childminding professionals into her setting to share good practice. For example, she has recently worked with others to construct an igloo out of living willow.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a thorough understanding of effective safeguarding practice and her professional duty to be vigilant about children's welfare. She receives updates from safeguarding professionals, completes wider reading and attends regular training. For example, the childminder has recently attended training on the 'Prevent' duty and forced marriage. On entry to the setting, she discusses with parents the procedures she would follow if she had concerns about a child's welfare. Children are taught to be aware of their personal safety. For example, the childminder talks with children about 'Safer Internet Day', which is centred around online safety. She talks with older children about the dangers of internet bullying.

Setting details

Unique reference number	EY235076
Local authority	Bury
Inspection number	10109680
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 12
Total number of places	12
Number of children on roll	23
Date of previous inspection	17 June 2015

Information about this early years setting

The childminder registered in 2002 and lives in Bury, Lancashire. She operates all year round from 8am until 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a qualification at level 6. She works with an assistant.

Information about this inspection

Inspector

Elisia Lee

Inspection activities

- The inspector observed indoor and outdoor activities and assessed the impact these have on children's learning.
- The inspector spoke with children, parents, the childminder's assistant and the childminder during the inspection.
- A joint observation was completed with the childminder.
- The inspector held a meeting with the childminder. She looked at documentation such as processes of assessment, the suitability of staff and training certificates.
- During the inspection, the inspector spoke with the childminder's assistant. The assistant spoke about how she works alongside the childminder and how she is supported in her continued professional development.
- The inspector spoke to a number of parents during the inspection and looked at written comments to take account of their views.

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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