

Childminder report

Inspection date: 5 January 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 develop strong and trusting relationships with the childminder. Children show they feel safe as they come to her for comfort and reassurance. Children are happy and settled in the childminder's home. The childminder offers a warm environment with plenty of space where children can independently choose toys and activities of interest.

Children display high levels of confidence and self-esteem within this home-from-home setting. The safe environment is tailored to meet children's individual learning needs. Children are extremely curious and eager to explore the opportunities available to them. They display high levels of engagement and concentration as they play. For example, they run their hands through rice and use spoons to empty and fill containers in the heavy-duty plastic tray.

Children are polite and well behaved. They receive praise and encouragement from the childminder. They have ample opportunities to have fresh air and exercise. Children enjoy a variety of exciting activities during their time with the childminder, including visiting the local leisure centre for swimming and attending community groups to meet with other childminders and the children they care for. This supports the children to develop confidence in different social situations and broaden their experiences.

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

- Parents report that their children are always happy to attend the childminder's house and settle well. They are pleased with the care that the children receive and talk of the impact the childminder has had on their child's development. The childminder uses a range of communication methods to share children's achievements and daily events with parents. The childminder also shares children's next steps and ideas for learning. This allows parents the opportunity to continue learning at home.
- Children freely access books throughout the day. They listen intently when the childminder reads a story about a polar bear and snow. This links to the weather and seasons. It helps children to make connections in their learning. Children frequently hear new words, which helps to widen their vocabulary. Children have a love of reading, and their early literacy skills are well supported.
- Children are supported well in developing their independence. They are encouraged to take responsibility for their own care needs, such as washing hands and wiping noses. Younger children help to tidy away toys, which helps them to learn how to look after their environment.
- Partnership with parents is good. Parents compliment the childminder on the learning opportunities that she provides to their children. Communication is

effective. Parents receive verbal daily updates on their child's day as well as photos of special moments. Parents use these photos to encourage discussions at home, which extends learning and understanding further for children.

- The childminder aids children to adopt healthy lifestyles. For example, all children clean their hands before eating. Children make choices from a selection of fruit. This is part of the routine, and children are encouraged to peel and cut their own snack. The childminder encourages children to enjoy healthy foods.
- The childminder works in partnership with parents to find out about children's care routines. She tailors settling-in sessions to meet children's individual needs and works in partnership with parents to find out about children's care routines, dislikes and interests. Children's emotional well-being is given the highest priority.
- The childminder is dedicated, and she regularly reflects on and evaluates her practice. However, she does not always involve parents and children fully in the evaluation process to help to identify further improvements to the setting.
- The childminder ensures that her mandatory training is kept up to date, including first aid and safeguarding. However, the childminder does not place focus on her own professional development, to develop her knowledge and skills further and to support children even more in their learning and development.

Safeguarding

The arrangements for safeguarding are effective.

The childminder keeps her safeguarding knowledge up to date. She is fully aware of potential signs that may indicate a child is at risk of harm. The childminder knows what steps to follow should she have concerns about a child's welfare. She completes a range of relevant training. The childminder understands how to notify the relevant authorities should an allegation be made against her or a member of her household. Play environments are clean, and children learn how to tidy away toys to keep the environment free from trip hazards. Risk assessments are in place for outings, and children learn how to keep themselves safe.

What does the setting need to do to improve?

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

- seek training opportunities to strengthen knowledge and raise the quality of education to an even higher level
- develop the process of self-evaluation and include parents' and children's feedback to improve the quality of the provision even further.

Setting details

Unique reference number	EY235705
Local authority	Bolton
Inspection number	10263067
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 3
Total number of places	6
Number of children on roll	5
Date of previous inspection	19 April 2017

Information about this early years setting

The childminder registered in 2003 and lives in Bolton, Manchester. She operates all year round, from 7am to 6pm, Monday to Thursday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3.

Information about this inspection

Inspector

Stacey Wendrenski

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 provider and has taken that into account in their evaluation of the provider.
- The childminder showed the inspector the premises and discussed how they ensure it is safe and suitable.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- Children spoke to and communicated with the inspector during the inspection.
- The inspector observed the interactions between the childminder and children.
- Parents shared their views of the setting with the inspector.
- 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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