

Childminder report

Inspection date:

8 November 2022

Overall effectiveness	Good
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The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous
inspection

Good

What is it like to attend this early years setting?

The provision is good

Children demonstrate a good sense of belonging. They are happy and settled in the care of this friendly and welcoming childminder and her assistant. The childminder and her assistant establish caring relationships with all children. They warmly support children to feel safe and loved. Children readily go to them to seek comfort and reassurance. They confidently seek them out to share their play experiences. Children are developing good relationships with each other. They play well together and cooperate willingly. Generally, children behave well. They share resources and demonstrate respect for their environment. Children are encouraged to be independent. For example, they cut up their own snack and get themselves ready to go outdoors. Children confidently ask for help and turn to the childminder when they need support.

Children are provided with a language-rich environment. The childminder uses clear language and introduces new vocabulary during play. When reading a story, children point to pictures of a face. The childminder's assistant introduces emotions and feelings. He comments 'sad', using facial expressions to support this feeling. This introduces children to new words and develops their language skills. The childminder has an ambitious curriculum that focuses on language skills. All children make good progress.

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

- The childminder knows the children well and plans for the next steps in their learning. She adapts activities to ensure that all children can participate at their level. For example, when children are playing in the ocean sensory tray, younger children explore the textures while older children develop the muscles in their hands as they use the nets and scoops. Children make continued progress through sequenced learning.
- Overall, the childminder provides a stimulating learning environment. Toys and resources are stored in a way that allows easy access, enabling children to select for themselves. For example, the childminder uses open baskets with props that children can use to act out stories. This promotes their independence. However, the childminder does not always support children to learn to manage risk for themselves. Children do not have the opportunity to build up their confidence and resilience.
- Children benefit from the healthy food that the childminder provides. She encourages them to try new foods and works with parents to expand the range of food their children eat at home. The childminder teaches children good hygiene routines, such as regular handwashing before meals. Children develop their knowledge of leading healthy lifestyles.
- Children spend extended periods of time playing outside in the garden. They

run, ride, dig and play with balls. The childminder's assistant teaches children how to care for plants, such as growing vegetables that they can eat. Children develop an appreciation of where their food comes from and the living world.

- Generally, children demonstrate a clear understanding of behavioural expectations. However, during some transitions, children become unsettled. The lack of routine does not allow children to anticipate the changes in activity and respond appropriately. For example, children can become disruptive when asked to support with tidy-up time.
- The childminder regularly meets with other childminders when on outings. Children enjoy making new friendships, which promotes the personal and social skills the children need to develop further. They also attend local parks and learn about their local community.
- The childminder demonstrates friendly and trusting relationships with parents. Written testimonials from parents highlight the good relationships they have with the childminder. Parents comment that they are 'very happy' and appreciate that their children are 'reluctant to come home,' proving they have had a good time. The childminder provides parents with written reports that outline children's development and what they are learning.
- The childminder reflects on her practice. She considers ways to improve her skills and keep her knowledge up to date. For example, she accesses online learning linked to child development and safeguarding children. This enables the childminder to review and adapt her practice to ensure that all children are supported well.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her role and responsibility to keep children safe. She is aware of the signs and symptoms of abuse that would give her cause for concern. This includes being able to respond to a child disclosure and responding to allegations made against an adult. Both the childminder and assistant have completed advanced safeguarding training. They know who to contact should they have a concern. The childminder has effective policies and procedures in place to keep children safe.

What does the setting need to do to improve?

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

- provide further opportunities for the children to take appropriate risk and challenge in order to become confident and resilient learners
- develop effective routines to support children's behaviours and willingness to join in with routine tasks, such as cleaning up.

Setting details

Unique reference number	EY245239
Local authority	Bury
Inspection number	10234689
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	2 to 8
Total number of places	12
Number of children on roll	5
Date of previous inspection	10 November 2016

Information about this early years setting

The childminder registered in 2003 and lives in Prestwich, Manchester. She operates all year round, from 7.15am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder works with an assistant.

Information about this inspection

Inspector

Jason Holmes

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 the evaluation of the childminder.
- The childminder and inspector conducted a learning discussion, discussing the learning intention for children and how the environment is arranged.
- The inspector completed a joint evaluation of an activity with the childminder.
- The inspector held discussions with the childminder and assistant regularly during the inspection.
- The inspector took account of the views of parents through the written feedback provided.
- A sample of documents was reviewed, including paediatric first-aid certificates, suitability checks and safeguarding policies and procedures.

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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