

Childminder report

Inspection date: 17 October 2024

Overall effectiveness	Good
------------------------------	-------------

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

The childminder provides children with a relaxed and homely environment. She has a kind and gentle nature, and children enjoy being in her company. The childminder builds strong bonds with the children who attend. She focuses on getting to know children before they start with her. As a result, new children settle quickly. The childminder offers a flexible curriculum that enables children to take ownership of their learning, and her quality interactions build on their knowledge. The childminder promotes children's independence well. For example, children put their personal belongings away in trays and dress themselves for different activities throughout the day. Children learn to manage their self-care routines. This develops their confidence in their own abilities. Children are motivated and keen learners. They concentrate and engage for long periods. The childminder supports children to acquire the skills and attitudes they need for their next stage of learning and their eventual move on to school. All children make good progress from their starting points.

The childminder skilfully extends children's learning as they play. For example, she names colours of objects, helps children to count and introduces new words linked to the theme of autumn. The childminder is a positive role model. She consistently uses good manners when speaking with children. This motivates children to say 'please' and 'thank you' when they ask for and receive specific toys. The childminder encourages children to be caring and gentle and to use their 'kind hands'. She demonstrates respectful relationships towards children, which helps them to follow her good example. This supports children to behave well at the setting.

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

- Children express a strong love of books. They select their preferred books from around the setting and enjoy looking at these independently and with the childminder. The childminder carefully considers additional books that can be linked to activities and provides access to them for the children. This enables them to extend their learning further.
- The childminder interacts positively with children. She gets down on their level to become a partner in their play. The childminder asks lots of meaningful questions linked to the children's play. For example, she asks children to describe events in a book. However, the childminder immediately gives children the answer. This does not give children enough time to think and respond.
- The childminder skilfully enhances children's understanding of mathematical concepts, such as quantities and basic subtraction. She encourages children to count the number of objects used when making a bird feeder and identify how many are left when some are taken away. Children are developing good early

mathematical skills.

- Partnerships with parents are positive. Parents say they are happy with the childminder's nurturing approach. The childminder provides parents with regular updates about their children's progress and information on how parents can continue their children's learning at home. She works with parents to promote consistency between home and the setting to help children feel secure.
- The childminder has good knowledge of how children learn and develop. This has a positive impact on the learning experiences she provides. She has devised an ambitious curriculum that takes account of children's learning needs, interests and learning styles. The childminder makes regular observations and assessments of what children can do and what they need to learn next. As a result, children build their skills and attributes through daily routines.
- The childminder takes children on regular visits in the local community and makes links with other childminders. This gives them the opportunity to play as part of a wider group of children, which helps them to develop their social skills. They also take part in fundraising events to raise money for causes that are meaningful to them.
- The childminder supports children to learn about healthy lifestyles. She ensures that children enjoy lots of fresh air and exercise. The childminder provides the children with healthy snacks, and she ensures that they drink plenty of fresh water throughout the day. Children learn to wash their hands before eating and after using the toilet. This supports their physical health and well-being.
- The childminder teaches children how to say new words. For example, she introduces names of birds and other animals while children make their own bird feeders. The childminder skilfully includes colours, actions and objects as children carefully thread string through hoops. The childminder uses facial expressions well to help younger children understand what she is saying to them. As a result, children build their early speaking skills well.

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 further strategies to increase children's thinking skills and give time for them to respond to questions and share their ideas.

Setting details

Unique reference number	EY282763
Local authority	Bury
Inspection number	10354697
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 9
Total number of places	6
Number of children on roll	10
Date of previous inspection	1 November 2018

Information about this early years setting

The childminder registered in 2004 and lives in Bury. She operates all year round from 8am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children. She holds an appropriate qualification at level 6.

Information about this inspection

Inspector

Shaun Wilson

Inspection activities

- The childminder provided the inspector with a sample of key documentation on request.
- The inspector observed the interactions between the childminder and the children.
- The childminder spoke to the inspector about how she organises her early years setting, including the aims and rationale for her curriculum.
- The childminder showed the inspector the premises and discussed how she ensures that they are safe and suitable.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2024