

Childminder report

Inspection date:

5 September 2019

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

Outstanding

What is it like to attend this early years setting?

The provision is good

The childminder and her assistant create a warm and welcoming environment where children are content and happy. Positive relationships are well established with parents and carers. This helps parents to take an active interest in their child's learning and development. The indoor and outdoor spaces are extensively well resourced and cater for the different ages and abilities of children. Children demonstrate a strong sense of belonging as they confidently explore, experiment and learn. They are busy at play, with the childminder and her assistant skilfully supporting them, when required. Children demonstrate good behaviour. This is supported by the clear and consistent boundaries which help children to understand rules and make good choices. When challenging behaviour arises, an effective approach is used to help children to explore and understand their actions. The childminder is highly organised. She and her assistant are hard-working and passionate about their roles. They use the views of children, parents and other professionals to regularly evaluate their practice and provision. This helps them to review what works well and what needs to change. The childminder and her assistant have high expectations for every child. They are attuned to children's current abilities, using exciting and motivating ways to develop learning even further.

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

- The childminder and her assistant plan an ambitious curriculum. They use regular observation to assess children's current levels of development. This allows for the planning of meaningful play experiences.
- The childminder prioritises continuous professional development for both herself and her assistant. For example, they regularly conduct online research and access relevant training to ensure their skills are current and up to date.
- Children show good levels of concentration as they play for extended periods of time. They demonstrate working together as they use trial and error before successfully pouring water through pipes. Children develop a can-do attitude as they repeatedly attempt to balance on a beam. The childminder and her assistant use praise and encouragement in abundance. This promotes children's self-esteem and determination to have another go.
- Children have many opportunities to develop the skills required for writing. Older children skilfully cut out drawings at the craft table. Younger children develop their hand-to-eye coordination as they fill watering cans in preparation for spraying.
- Children are key contributors to the daily routine of the provision. They are encouraged to express their views and play an active role in the planning of the environment. This helps children to feel respected and valued.
- Children are encouraged to address their own needs when appropriate, such as

eating independently at mealtimes and tending to personal hygiene practices. This helps to build children's confidence, in preparation for school.

- The childminder and her assistant provide children with many opportunities that help them to experience and make sense of the world. They regularly access groups in the community, such as the library, music lessons and rhyme time. They visit the local care home to sing and make crafts with the elderly residents. These experiences allow children to learn about their local community and meet and socialise with others.
- Singing and rhyming is an integral part of the daily routine. Children are animated and expressive as they sing aloud together. This helps children to increase their vocabulary and develop their language skills.
- The childminder and her assistant place much value on mindfulness. They implement strategies and tools to help children to understand their feelings and emotions. For example, children practise 'bubble breathing' and have relaxing time daily. This supports children in identifying their feelings and in knowing when they need to take time out.
- At times, during focused activities, children are not given enough time to think and respond to questions, to further support them to process their own thoughts and increase their language development.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant demonstrate a secure knowledge of how to keep children safe. They discuss the appropriate steps to take if a child may be at risk of harm or abuse. The childminder and her assistant are fully aware of the signs that may suggest children and their families are vulnerable to extreme views or ideas. They are also aware of the procedures to follow should an allegation be raised against them or anyone else living in the household.

What does the setting need to do to improve?

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

- increase opportunities for children to have time to process their own thoughts and respond to questions, to further support their early language development.

Setting details

Unique reference number	EY290661
Local authority	Bury
Inspection number	10109709
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 3
Total number of places	12
Number of children on roll	12
Date of previous inspection	10 November 2014

Information about this early years setting

The childminder registered in 2004 and lives in the Walmersley area of Bury. She operates all year round from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 6. She works with an assistant.

Information about this inspection

Inspector

Aisling Culshaw

Inspection activities

- The inspector observed the quality of teaching indoors and outdoors, and assessed the impact this has on children's learning and development.
- A joint evaluation of an activity with the childminder and the assistant was completed with the inspector.
- The inspector held discussions with the childminder and her assistant. She looked at relevant documentation and evidence of the suitability of persons living in the household.
- When appropriate, the inspector spoke to children throughout the inspection.
- The inspector took account of the views of parents through reading written feedback provided.

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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