

Childminder report

Inspection date: 13 January 2025

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 are extremely happy and confident when they arrive at the childminder's home. They independently access the toys they enjoy and are learning to value their peer's feelings. Children are supported positively by the childminder to share and take turns with their friends. The childminder knows children well and chooses resources she knows will build on prior learning and individual interests. This helps children engage in play and practise most skills they already know. For example, children enjoy threading cereal onto pipe cleaners and spend time emptying and filling containers. The childminder encourages children to persevere with tasks. Children approach this with positivity and are proud when they achieve.

Children have a love for books and rhymes. The childminder reads with enthusiasm to help draw children into the stories. Children choose their own books and use props, such as animals, to continue their involvement and learning of the story. Additionally, children enjoy singing and dancing. They jump around like frogs and play 'sleeping bunnies' together. This helps their physical development as well as learning how to play games with other children.

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

- The childminder consistently talks to children to help expose them to a wide range of conversation skills and vocabulary. However, she does not always give children time to respond using their own words or give them opportunities to practise their speaking during play. This said, young children are confident and repeat words when prompted. For example, they say 'bubble' when they blow bubbles with the childminder.
- Children spend time concentrating on an activity they enjoy. Occasionally, there are vast choices of toys and places for children to play. This leads to some children flitting between tasks and becoming distracted with other resources. The childminder does not consistently recognise how to help children focus on the activities they are engrossed with in order to maximise learning.
- The childminder takes children on adventures out of her home linked to themes that children are showing an interest in. For example, they visit farms, aquariums, museums and outdoor playgroups. This helps continue children's learning out of the setting as well as expanding their awareness of the world around them.
- Parents are fully aware of what their children are learning with the childminder. They know how to continue children's development at home and how to share information with the childminder about their progress and well-being. This helps children make steady progress, both at home and with the childminder. Parents comment on how their children have gained confidence since attending the setting.

- The childminder has a good understanding of the seven areas of learning and plans activities to promote these in her setting. She often implements mathematical skills with children. For example, she encourages children to weigh pine cones and cereal. Additionally, she helps children recognise shapes and gives them opportunities to sort them.
- The childminder regularly completes training to help her develop her knowledge and keep her skills up to date. She uses this new information to inform her teaching and planning for the setting, maintaining a good quality of education. Additionally, she shares some of this with parents to help them embed ideas at home and continue children's learning.
- Children enjoy eating meals together and have a chance to prepare some of their own food. They chop bananas and pour water into their cups. The childminder reads to the children and shows them picture cards as they discuss how to keep their bodies healthy. Children independently wash their hands and help to tidy up.

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:

- explore further ways to support children's speaking skills, allowing them greater opportunities to practise the new words they learn
- recognise all children's style of learning during play and adapt resources and teaching that help children remain focused.

Setting details

Unique reference number	EY290760
Local authority	Bury
Inspection number	10363988
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 2
Total number of places	6
Number of children on roll	3
Date of previous inspection	18 January 2019

Information about this early years setting

The childminder registered in 2004 and lives in Bury, Greater Manchester. She operates all year round from 7.45am until 4.45pm, Monday to Friday, except for bank holidays and family holidays. The childminder has a level 3 childcare qualification. She provides government funded childcare places.

Information about this inspection

Inspector

Rachel Waterhouse

Inspection activities

- The inspector reviewed relevant records, including suitability checks for all persons living in the childminder's home.
- The inspector spoke to the children and the childminder at appropriate times throughout the inspection.
- The childminder and the inspector held a discussion to help the inspector understand how the early years foundation stage curriculum is organised.
- The inspector took account of parents' views through written references and verbal discussions.
- The inspector observed the quality of teaching during activities and assessed the impact this had on children's learning.
- The childminder and the inspector carried out a joint observation and evaluated the impact this had on children's learning.

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
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