

Childminder report

Inspection date: 3 September 2021

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Requires improvement

What is it like to attend this early years setting?

The provision is good

Children feel safe and secure in the care of the childminder. Young children seek the childminder out for comfort. She is instinctively aware of their needs, knowing if they are hungry, thirsty, or simply need a rest. Children giggle hysterically during games of peekaboo when the childminder appears over the arm of a sofa. They skilfully play with simple electronic toys, learning cause and effect from the buttons and switches they that press and twist. Young children are beginning to correctly follow instruction from the childminder to 'pull' or 'push' when attempting to work out how to play with toys they are less familiar with. Children benefit from the positivity and encouragement the childminder gives them. They feel confident to try and persevere, receiving praise for their efforts even if they do not succeed straight away.

Children enjoy opportunities to explore their local community. The childminder takes them on woodland walks by the river, and she helps them learn to identify different species of flowers and trees. They also attend local playgroups and gymnastic lessons. These provide children with an opportunity to interact with children from a varied range of backgrounds and cultures.

Due to gaps in their experiences during COVID-19 (coronavirus) pandemic, the childminder provides children with even greater support to help them to extend their social skills.

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

- The childminder is responsive to children's care needs. She makes nappy changing fun for babies. She sings nursery rhymes, talks to them and makes them laugh. Children thrive because they have close bonds with the childminder.
- Babies are making rapid progress in their physical development due to the childminder's sound understanding of child development. She uses items that interest babies to encourage them to crawl, pull themselves up to standing and make their first tentative steps with support. Children have daily access to outdoor play where they further develop their strength, balance and coordination. For example, the childminder encourages the use of balance bicycles and supports children to use the climbing frame in her garden.
- The childminder supports children's behaviour positively. She has focused her own professional development on improving her knowledge and skills in this area. She acts as a good role model for children by being consistent in her use of manners and positive behaviours. This results in young children's behaviour being very good. From a young age, children can regulate their emotions, knowing to wait their turn, and demonstrate a willingness to share resources.
- Overall, the childminder supports children's communication and language

development well. She ensures that children hear a wide range of new vocabulary from the songs sung, books read, and the discussions she has with them. Young children are beginning to use single words in context, even instructing the childminder's dog to 'go' when they want it to move. However, sometimes the childminder models words incorrectly. This means she is not always fully effective in developing children's speaking skills.

- Good relationships with parents continue to be a strength of the childminder's practice. While most interactions are now conducted on the doorstep, due to COVID-19, the childminder ensures that parents are kept informed about the progress their children make. Additionally, the childminder has enhanced her procedures for gathering information from parents before children start in her care. This means that she finds out all she can about children's needs and family circumstances in advance, to provide the best possible transition when children first join her.
- The childminder ensures that the food children are provided with is healthy, nutritious and contributes to children's good oral health. Children are provided with a selection of fruit and vegetables to eat and water or milk to drink. The childminder also works closely with parents to ensure that the packed lunches they provide are healthy and meet children's dietary needs. At meal and snack times, babies confidently feed themselves finger food and drink from their spouted cup. Their coordination is rapidly improving and they are becoming increasingly independent, meaning that, with some support, they are becoming able to use cutlery to feed themselves.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has maintained her secure knowledge of safeguarding. She is clear about indicators that would give her cause for concern about the welfare of a child. The childminder knows the procedures to follow were she to have any concerns that a child was coming to harm. She has a broad understanding of safeguarding issues such as radicalisation and extremism and female genital mutilation. The childminder knows where to report any concerns she may have of this nature. She demonstrates her clear understanding of what to do in the event of an allegation being made against her or a household member.

What does the setting need to do to improve?

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

- enhance knowledge and skills needed to help to raise children's communication and language skills to the highest level.

Setting details

Unique reference number	EY296243
Local authority	Bury
Inspection number	10190023
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 8
Total number of places	6
Number of children on roll	9
Date of previous inspection	15 March 2019

Information about this early years setting

The childminder registered in 2004 and lives in Bury. She operates all year round from 7am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded education for two-, three- and four year-old children.

Information about this inspection

Inspector

Richard Sutcliffe

Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in their evaluation of the setting.
- The childminder completed, and discussed, a joint observation with the inspector.
- The inspector spoke to the childminder at appropriate times throughout the inspection.
- The inspector took account of the views of the parents in written feedback.
- The inspector observed the quality of education and assessed the impact of this 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.

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 2021