

Childminder report

Inspection date:

28 November 2024

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Overall effectiveness at previous inspection

Outstanding

What is it like to attend this early years setting?

The provision is outstanding

The exceptional childminder provides a nurturing environment for children. She builds secure attachments with children to help them to feel safe. Children show that they feel happy and valued. The childminder is an excellent role model. She offers an abundance of praise to recognise children's achievements. This boosts children's self-confidence. Children play cooperatively together. For example, they listen and share ideas on how to make patterns in dough. Children show mutual respect towards each other. Their behaviour is exemplary.

The childminder offers an ambitious curriculum. She sets high expectations for all children. The childminder's excellent understanding of each child's individual development enables her to plan effective and engaging learning experiences. She gives careful consideration to the key skills she intends for children to learn. For example, children practise pinching pom-poms with a peg and use different finger movements, such as 'poke' and 'squish', in the dough to strengthen their hand muscles. The childminder recognises that children need to master these physical skills before being confident to hold a pencil correctly. This well-sequenced curriculum contributes to children's excellent progress in their development.

The childminder supports children's communication and language development extremely well. She uses every opportunity to engage children in conversations and to introduce new vocabulary. For example, while children explore ice, she encourages the use of words such as 'frozen', 'crystals' and 'melting'. Children recall this vocabulary in their play as they confidently try out their ideas by melting ice with warm water. Children are confident communicators and develop superb thinking skills.

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

- The childminder is reflective and passionate about her own practice. She tailors training opportunities to meet the needs of the children in her care. Since attending training on understanding children's behaviour, the childminder has prioritised supporting children's well-being in her curriculum. As a result, she has implemented key strategies, such as breathing exercises, to help regulate children's emotions. Children show excellent levels of self-control, and their emotional well-being is superbly supported.
- The curriculum for mathematics is ambitious. The childminder provides meaningful experiences to teach children about different measurements, such as grams and millilitres. She encourages children to think about the meanings of these words. Children discuss how to measure their ingredients and recognise that they need to look out for the numbers on the scales to find the 'grams'. Children are confident with numbers. They make excellent progress in their

counting, number recognition and problem-solving skills.

- The childminder understands the importance of teaching children about similarities and differences to prepare them for life in modern Britain. When children start at the setting, she identifies their individual cultures and beliefs. The childminder uses this information to plan learning experiences for children in an age-appropriate way. For example, children try different cuisines from other cultures, explore different traditional dancing styles and learn about temples. These rich experiences help children to learn about the wider world.
- Children are highly motivated learners. Due to the well-sequenced curriculum, children have developed skills to lead their own play. For example, children set up their own games that build on their prior learning of recognising numbers. Together, they hide numbers in the leaves and encourage each other to find and recognise the number. Children smile and laugh as they take turns. They show an enthusiasm for their own learning.
- The childminder's curriculum offers children opportunities to develop their independence. Children demonstrate high levels of independence. They confidently peel the skin off their fruit and use a knife to chop their snack. Children show each other how to put their own coat and shoes on. They develop excellent skills, which will support them at school.
- Parent partnerships are strong. The childminder keeps parents up to date with their child's development and next steps in learning. Parents value the support and advice the childminder provides. They work together and share ideas on how to support children's learning at home. For example, the childminder shares how to implement counting into their daily routine. This helps to maintain continuity in children's learning and supports their development.
- The childminder meticulously monitors the progress that each child makes. This enables her to quickly identify children who may need additional support. When required, the childminder swiftly implements tailored strategies to support children's development and will share information with parents and the relevant agencies. This approach helps to ensure that all children make excellent progress and that any gaps in their learning quickly close.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

Setting details

Unique reference number	EY340943
Local authority	Bolton
Inspection number	10364296
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 4
Total number of places	6
Number of children on roll	4
Date of previous inspection	24 January 2019

Information about this early years setting

The childminder registered in 2006 and lives in Bolton. She operates all year round, from 8am to 5pm, Tuesday to Thursday, except for bank holidays and family holidays. The childminder holds a qualification at level 3. She provides government funded childcare.

Information about this inspection

Inspector

Danielle Kelly

Inspection activities

- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for the curriculum.
- The childminder spoke to the inspector about children's learning and development, with a particular focus on communication and language.
- Children spoke with the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The childminder provided the inspector with a sample of key documentation on request.

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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