

Childminder report

Inspection date: 10 March 2023

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

This nurturing childminder warmly welcomes children and their families into her home. Children's happiness and emotional well-being are central to everything the childminder does. Children feel secure and thrive in this well-organised, caring and well-equipped home-from-home environment. The childminder values the time she spends with each child. Children are happy and safe in her care. They enjoy seeing photos of their own families prominently displayed in areas where they play. The settling-in process is used effectively to establish positive relationships with children and their parents. This helps to promote a shared approach to children's care and learning.

Children are eager to learn. They benefit from a wide range of well-planned activities and high-quality experiences that help them to learn and remember more. For example, following a trip to the farm, children excitedly explore the different textures of an attractively presented small farmyard. The childminder skilfully uses children's interest and regular repetition to consolidate previous learning and further extend their vocabulary. Children under two years of age learn the names of the animals and the sounds they make. All children develop a love of books. They display a high level of engagement as they select their own books and listen intently to the childminder. Babies independently return to their favourite pages to explore the different textures or to watch how the pages that shimmer change when they move the book.

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

- The childminder provides a rich, well-planned curriculum. This helps children to develop the skills, knowledge and attitudes they need to help them to succeed in their future learning. The childminder has a very good overview of each child's capabilities. She is clear about what she wants them to learn next and how she intends to teach children the skills they need.
- The childminder makes effective use of a topic-based, seasonal approach to help her to plan activities and outings that excite and interest the children in her care. Upcoming themes and special events are continuously shared with parents. Children who are not usually in attendance are included where possible. For example, the childminder welcomes grandparents, who accompany the childminder, so that their grandchildren can benefit from planned outings on days they do not usually attend.
- The childminder is aware that some children may have had fewer opportunities to develop their social skills and are less confident as a result. To help to address this, the childminder provides regular opportunities for children to meet others outside the childminding setting to help build their confidence in social situations.

- Mindful of the possible impact of the COVID-19 pandemic, the childminder closely monitors the progression of children's speech and communication skills. She expertly selects developmentally appropriate books that she knows children enjoy. The childminder models language very well. She continuously supports children's new vocabulary and emerging language skills. Children enjoy songs, rhymes and stories as part of their daily routine.
- Overall, the curriculum is strong. Children benefit from some excellent opportunities to learn about the natural world. Real experiences, as children see and meet people in the local community, are supported by positive discussions. However, the educational programme to deepen children's understanding of the diversity of life in modern Britain is less developed.
- The childminder is a very positive role model. Children are well supported from an early age as they learn to recognise, understand and manage their own feelings and behaviours.
- Children enjoy a loving and affectionate relationship with the childminder. They spontaneously snuggle in and enjoy reassuring cuddles when they wake from their sleep. Such strong relationships help to support children's emotional well-being.
- The childminder has a sound knowledge and understanding of children's development. She promptly identifies any possible risk of developmental delay and discusses this with parents. This helps to ensure that children get the support they need as soon as possible.
- Children are learning about the importance of a healthy lifestyle. They are supported to make healthy choices and enjoy a range of freshly prepared nutritious meals and healthy snacks. Children benefit from daily opportunities to be physically active in the fresh air and daylight. This helps to promote children's good health and well-being.
- The childminder is well organised and manages her setting effectively. She reflects on all aspects of her practice. The childminder is committed to her own professional development. She promptly completes any training required to support individual children's needs. The childminder is aware that there have been fewer opportunities for professional development during the COVID-19 pandemic. She agrees that further training would be beneficial to help her continue to raise the quality of care and education she provides.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure understanding of her role and responsibility regarding child protection. She has a written policy and relevant contact details. This means that she can implement appropriate procedures without delay if she is concerned about a child's welfare. This includes in the event of an allegation being made against herself or a member of the household. The childminder implements effective risk assessments to keep children safe in her home and while on outings. She uses age-appropriate explanations help to raise children's awareness of how they can help to keep themselves safe.

What does the setting need to do to improve?

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

- strengthen the educational programme to deepen children's understanding of the diversity of life in modern Britain
- extend the programme for professional development to help raise the quality of education to the highest level.

Setting details

Unique reference number	EY341661
Local authority	Bolton
Inspection number	10264131
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 6
Total number of places	6
Number of children on roll	9
Date of previous inspection	6 June 2017

Information about this early years setting

The childminder registered in 2006 and lives in Radcliffe, Manchester. She operates all year round from 7am to 4.45pm, Monday to Thursday, and from 9am to 3.30pm on Friday, except for bank holidays and family holidays. The childminder holds a childcare qualification at level 3.

Information about this inspection

Inspector

Vickie Halliwell

Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 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 inspector observed the quality of education being provided and assessed the impact on children's learning. She discussed with the childminder how the curriculum is planned and implemented.
- The childminder showed the inspector around her home and garden.
- The inspector looked at relevant documentation.
- The inspector took account of the views of parents.

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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