

Childminder report

Inspection date: 11 February 2020

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	Outstanding
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What is it like to attend this early years setting?

The provision is good

Children learn about what makes them unique. For example, photographs of children's families are displayed where they can clearly see them. Children talk about how many people live in their house and who they are. Children learn about different festivals throughout the year. The childminder ensures that they pay particular attention to those festivals that reflect the backgrounds of the children she cares for. Children develop good bonds with one another and the childminder. They enjoy each other's company as they play games together. They laugh and giggle as they pretend to have a picnic on the floor. Children do kind things for each other, such as spontaneously taking a step stool into the bathroom so younger children can reach the sink.

The childminder works hard to support children's development. For instance, she closely monitors children's progression. She observes children as they play and learn and accurately assesses their development. When children need extra support, for example with communication and language, the childminder ensures their needs are met. For instance, she seeks out training courses to provide herself with extra skills to further support children's speech. Children progress well. They work comfortably at the levels expected for their age.

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

- The childminder provides children with a range of opportunities to make marks and be creative. Children enjoy chalking, and young children take pleasure in gluing and sticking with coloured tissue paper. Older children have their own packs to encourage writing skills and to learn the letters of their name. This helps children to prepare well for school.
- The childminder reflects regularly on the service she provides and considers how best to improve. For example, she plans to enhance children's experiences further by taking them on buses and trams and visiting museums. The childminder ensures that her knowledge is fresh and up to date with information from training courses. She meets with other childminders to share good practice.
- The childminder supports children's learning well. For example, when children play, she encourages them to count, learn new vocabulary and think about why yogurt is kept in the fridge. However, when planning group activities, the childminder does not always take into account the varying abilities of the children involved. For example, some children are not consistently challenged and, on occasion, they lose interest and choose to do something else.
- The childminder encourages children's growing independence, for example, children peel their own fruit and pour water into their cup. She is particularly strong at teaching children how to keep themselves safe. For instance, new children can demonstrate what they should do in the event of a fire.

- Children are inquisitive and keen learners. For example, they study the 'bits' in their tangerine, and they ask 'what are these called?', when they do not know the word for a pepper. Young children look at books independently. They sit quietly as they focus on each page.
- The childminder encourages children to share, take turns and use their manners. However, she does not always set boundaries that ensure that the less confident children are able to participate fully during activities. For example, confident children influence which books are read during story time, while the less verbal children are not always able to assert their preference.
- The childminder supports children to think about their feelings. For instance, as children look into mirrors, she asks them if they can show happy, sad and silly faces. Children enthusiastically join in and concentrate on their expressions. This helps children to manage their fluctuating emotions as they grow.
- The childminder cultivates strong relationships with parents. She regularly seeks information from parents to help her plan for each child. For example, she asks about children's interests and encourages parents to let her know about the things children do at home. Parents are very happy with the level of communication they receive from the childminder. They report that they are always well informed about their child's development and that information is shared daily with them. Parents say that children settle quickly with the childminder and feel 'well-loved and secure'.

Safeguarding

The arrangements for safeguarding are effective.

The childminder carefully considers potential risks to children and puts robust measures in place to keep them safe. For example, she uses an effective password system for visitors to the setting. She thinks about what would happen if she had an accident or became unconscious and makes provision for such eventualities. The childminder can identify the signs and symptoms that may indicate abuse. She knows the procedures to follow to report any concerns she may have about a child or adult. The childminder updates her knowledge of wider safeguarding issues such as keeping children safe online.

What does the setting need to do to improve?

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

- focus more precisely on planning learning experiences that ensure all children are consistently challenged according to their age and stage of development
- provide more opportunities for the less confident children to be better involved in activities, especially those who are developing their communication skills.

Setting details

Unique reference number	EY350197
Local authority	Bolton
Inspection number	10129072
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 4
Total number of places	6
Number of children on roll	6
Date of previous inspection	6 July 2016

Information about this early years setting

The childminder registered in 2007 and lives in the Horwich area of Bolton, Greater Manchester. She operates from 7.30am to 6pm on Monday to Friday during term time. The childminder holds a childcare qualification at level 3 and provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Karen Bingham

Inspection activities

- The childminder gave the inspector a tour of the setting and described how she develops the learning environment.
- Discussions between the inspector and the childminder took place throughout the inspection, including about how the childminder evaluates and develops her setting.
- The inspector observed planned activities and interactions between the childminder and the children and assessed the quality of teaching.
- The written views of parents were read by the inspector and taken into account.
- The inspector looked at a range of documentation, including the childminder's training certificates and information relating to the suitability of the childminder.

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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