

Childminder report

Inspection date: 6 May 2022

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 build strong attachments to the attentive childminder. They enter the setting happily, hang up their coats and get involved with the planned activities on offer. Children demonstrate high levels of confidence as they excitedly dance to music. They proudly show the 'hot pepperoni pizza' that they have created with dough. Children's self-esteem is high.

The childminder has consistent expectations for children's behaviour. Children can regularly be heard saying 'please' and 'excuse me' as they play. The childminder supports children's emotional needs well. She sensitively acknowledges emotions and responds when children need a cuddle. Children remind their friends how to take turns. They show great care of the resources as they swiftly tidy them away when they hear the tidy-up song. They show great pleasure when they spend time with the pet dog. They stroke him lovingly and take him for regular walks. Children demonstrate respect for each other and for other living things.

Children are provided with many opportunities to visit local places in the community. They talk with much fondness about the local garden centre and the animals that live there. The childminder recognises that, due to the COVID-19 pandemic, these opportunities are important to ensure that children are provided with experiences to develop their social skills. Children are making good progress in their learning.

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

- The childminder works effectively with parents. Parents are extremely grateful for the regular updates they receive about their children's care and learning needs. They say their children have made particular progress with their social and emotional skills since starting with the childminder.
- Strong relationships with the local school have been established. The childminder gathers feedback from the teachers and uses this to enhance her curriculum. She supports children to be independent with their self-care needs and to play and interact well with each other. Children are supported to develop the skills and knowledge they require in readiness for the transition to school.
- Children develop a real sense of importance. As they see images in books and puzzles, they discuss their own similarities and differences. They squeal with excitement as they find someone with the same hair colour as them and proudly declare, 'My hair is the same colour.' This supports children to develop a respectful understanding about the diverse world we live in.
- The childminder provides many opportunities to support children's mathematical development. She models and encourages counting skills as children play. At snack time, she introduces mathematical language, such as 'largest', as she

compares the sizes of the strawberries. These opportunities help to support children's early mathematical understanding.

- The childminder promotes good health and hygiene practices. Children benefit from the healthy food options provided by the childminder and the regular replenishing of fresh drinking water. The childminder reminds children to cough into their elbow to reduce the spread of germs. Children are reminded of the importance of washing their hands before a meal and after using the toilet. Children are developing an understanding of healthy lifestyles.
- The childminder plans group activities where she introduces new knowledge. Children listen intently as she talks to them about the importance of brushing their teeth as they play with the role-play equipment. They learn to name colours and shapes as they take part in matching games. However, during free play, the childminder does not always consider how the learning environment can be organised to extend children's independent learning opportunities. Children are not as engaged at those times.
- Children's next steps in learning are well known by the childminder. She regularly observes the children and uses assessment information effectively to ensure that the activities provided support children to develop the skills and knowledge they require next. However, at times, the childminder quickly offers children suggestions or solutions rather than allowing them the time to think and solve problems for themselves.
- Children's physical skills are supported well. They benefit from opportunities to visit the park and playgroups. They are provided with many opportunities to develop their small-muscle skills, such as squeezing and rolling out dough. Children use these skills to confidently cut up their own fruit at snack time.

Safeguarding

The arrangements for safeguarding are effective.

The childminder attends regular safeguarding training to ensure that she keeps her knowledge up to date. She is confident to talk about the signs that a child may be at risk of harm and the procedures to follow. She is alert to the possible risks when on outings and risk assesses these effectively. The childminder ensures that she carries an overview of children's medical and dietary needs and contacts should she suddenly fall ill. The childminder helps children to learn about keeping themselves safe. For example, children learn about road safety when on outings in the community.

What does the setting need to do to improve?

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

- consider the organisation of the learning environment to support children's engagement and invention of their own play ideas

- allow children the time to problem-solve and come up with their own ideas to further challenge them in their thinking.

Setting details

Unique reference number	EY362419
Local authority	Bury
Inspection number	10231765
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 9
Total number of places	6
Number of children on roll	7
Date of previous inspection	19 September 2016

Information about this early years setting

The childminder registered in 2008 and lives in Radcliffe, Manchester. She operates all year round from 7.30am to 6.30pm, Monday to Saturday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. She provides funded early education for three- and four-year-old children.

Information about this inspection

Inspector
Rebecca Weston

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 viewed the areas of the home used for childminding, and the childminder discussed the safety and suitability of the premises.
- A learning walk took place to discuss the childminder's intentions for children's learning.
- The inspector observed the interactions between the childminder and children.
- The inspector carried out a joint observation of a group activity with the childminder.
- Grandparents shared their views of the childminder with the inspector and written feedback from parents was viewed.
- 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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