

Childminder report

Inspection date: 8 January 2020

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

What is it like to attend this early years setting?

The provision is good

Children thrive in the warm and welcoming environment. They play with enthusiasm and confidence, demonstrating a strong sense of belonging. The childminder and her assistant work hard to develop secure relationships with every child. This helps children to settle quickly, allowing them to become fully immersed in the learning opportunities available. With the support of the childminder and her assistant, the children take full advantage of free-flow play across the indoor and outside spaces. This is particularly beneficial to children who learn better outdoors.

Children of all ages are courteous and caring. They have exceptionally high levels of respect for each other. Older children are eager to help and support their younger friends. Children work together to overcome problems. They encourage each other to succeed and celebrate each other's achievements.

Children are highly responsive to the clear boundaries and routines in place. This helps to support positive behaviour. When challenging behaviour arises, children are encouraged to talk about their actions and feelings. This helps them to understand their behaviours, and to make good choices. The childminder and her assistant have high expectations for every child. Careful observation and assessment help them to plan meaningful play experiences, supporting every child to make good progress.

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

- The childminder provides a very good quality of care and education for children. She uses the views of children, parents and other professionals to review what works well and what needs to change. Following a recent intake of younger children, the childminder continues to introduce more open-ended resources to support early sensory development and creativity skills.
- Children benefit from many outings in the community. Weekly forest school trips allow children to explore and experiment with wildlife, experience the changes in weather and listen to environmental sounds. Children learn about road safety as they walk to the local shops and playgroups. These experiences help children to become familiar with where they live. The childminder and her assistant use children's heritage, alongside cultural celebrations and resources, to help children to gain an understanding of the wider world. This promotes their awareness of similarities and differences.
- An ethos of teamwork is embedded within the provision. The childminder and her assistant model positive and respectful interactions. Children demonstrate empathy and understanding for one another. Older children show exceptional patience and persistence as they help younger children to put on their coats. They work together to figure out how to successfully move tricycles around a

tight corner. Children use discussion to make sure there is enough room for everyone on the carpet at story time. They are growing into kind, caring and considerate friends.

- Parents are highly complimentary about the level of care their children receive. They comment on the friendly yet professional manner of the childminder and her assistant, and how much their children love attending the provision.
- Children enjoy a busy and exciting routine. They have many opportunities to engage in a range of stimulating play experiences. However, at times, focused activities are not planned well enough to maintain the interests of all children involved, particularly the younger children.
- The childminder prides herself in offering a fully inclusive service. Alongside her very good knowledge of early years education, she uses good relationships with parents to gain a clear picture of what children need. This helps to provide every child with a good start to their early education.
- Children are supported to develop their growing independence. They sit together at mealtimes, enjoying fresh and healthy home-cooked meals. Children become confident in self-care routines such as handwashing and toileting. This helps to prepare them for later learning and their eventual move to school.
- The childminder and her assistant are skilled play partners. They communicate clearly to children, giving them time to think and respond. Children beam with pride as they tell their friends about their favourite toys. They become animated and excited as they share a book together. Children are encouraged to use the pictures and print to guess what happens next. Consequently, children express themselves with confidence.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant have a good understanding of their role in safeguarding children. They are knowledgeable in safeguarding practice and access regular training to keep their knowledge current. The childminder and her assistant are aware of the signs of abuse and neglect, and know the local referral procedures to follow if a concern for a child's welfare arises. They discuss signs that might indicate a child or their family are vulnerable to extreme views or ideas. The childminder is also aware of the procedure to follow should she witness malpractice by another practitioner or if an allegation was made against her or her assistant.

What does the setting need to do to improve?

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

- enhance planned play experiences to meet the learning needs of all children involved, to enable them to play and learn together effectively.

Setting details

Unique reference number	EY376159
Local authority	Bury
Inspection number	10109773
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 7
Total number of places	6
Number of children on roll	11
Date of previous inspection	27 March 2015

Information about this early years setting

The childminder registered in 2008 and lives in Radcliffe, Manchester. She operates all year round from 7.30am until 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate early years qualification at level 5. She provides funded early education for two-, three- and four-year-old children. The childminder works with an assistant.

Information about this inspection

Inspector

Aisling Culshaw

Inspection activities

- The inspector observed the quality of teaching. She assessed the impact this has on children's learning and development.
- A joint evaluation of an activity was carried out with the childminder and her assistant.
- The inspector held discussions with the childminder and her assistant. She looked at relevant documentation and evidence of the suitability of the assistant and persons living in the household.
- When appropriate, the inspector spoke to children throughout the inspection.
- The inspector took account of the views of parents through reading the written feedback provided.
- The inspector conducted a tour of the areas of the home that are used for childminding purposes.

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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