

Childminder report

Inspection date:

1 November 2024

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision requires improvement

The childminder has high ambitions for children. However, the curriculum is not consistently sequenced to build on children's capabilities. For example, young children who have just developed their early mark-making skills are encouraged to trace the letters of their name. This does not build on what children know and can do. As a result, children struggle with this task. Due to gaps in the curriculum, children are not developing the skills they need in the right order.

The childminder actively seeks thoughts and ideas from the children. She uses their ideas to plan learning opportunities. For example, she takes children on local walks to visit the reindeer. The childminder also takes children to local toddler groups. This means that they are able to share experiences with peers and make relationships with other children outside the setting.

The childminder provides children with local experiences, such as walks and outings to childminder groups and play centres. Children are happy to explore their surroundings and the variety of resources the childminder provides. However, the childminder does not consistently address children's behaviour, for example, when they find it difficult to share during some activities. At such times, this results in children displaying challenging behaviour.

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

- The childminder has a strong knowledge of how to keep children safe and puts this into practice. For example, she uses a password system when adults come to collect children. This ensures children's safety at home time.
- The childminder has a good understanding of how children develop and grow. She has a clear intent for the curriculum. However, activities are often too complex and difficult for children to complete independently. As a result, children become a little disengaged and do not consistently develop positive attitudes to learning.
- The childminder has built strong partnerships with other childminders and settings. This provides children with a wide range of experiences. For example, they embark on joint outings in the community, such as trips to the local fire station. During these outings, children develop social skills as they mix with other children. This also helps children to build friendships with their peers, which prepares children for the next stage of life.
- The childminder undertakes regular assessments of children and has some awareness of their capabilities. However, she does not always use information from assessments to plan a sequenced curriculum. This means that children do not make the best possible progress that they can.
- At times, the curriculum does not offer the right level of challenge for children,

which does not help to build on their learning. For example, children who are not consistently able to count to five are encouraged to subtract sequins. At other times, very young children are expected to count the fireworks on the Diwali picture. This does not build on their prior learning. As a result, children do not get the most out of these learning experiences.

- The childminder has a consistent routine, which helps children to feel settled and secure. However, she does not always help children to understand rules and why these are important. For example, when children show an unwillingness to share snack, the childminder does not reinforce the importance of sharing. This does not help children to understand acceptable behaviour.
- The curriculum for communication and language does not always provide opportunities for children to engage in conversations about their play. For example, during activities, children are not supported to communicate effectively and learn new vocabulary. As a result, children do not consistently engage in meaningful discussions to enhance their communication, language and listening skills.
- Parents speak highly of the childminder and the support she offers. They state that if they have any concerns or questions, they know that the childminder will offer support and provide advice. For example, the childminder has provided advice to parents about toilet training. This effective communication with parents helps to support their children to develop and grow.

Safeguarding

The arrangements for safeguarding are effective.

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

What does the setting need to do to improve?

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

- deliver a sequenced curriculum to support children to develop their knowledge and skills in the right order
- provide clear boundaries to help children understand acceptable behaviour
- use information from assessments to help plan activities that build on children's prior learning.

Setting details

Unique reference number	EY414629
Local authority	Bury
Inspection number	10354819
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 3
Total number of places	6
Number of children on roll	6
Date of previous inspection	7 November 2018

Information about this early years setting

The childminder registered in 2010 and lives in Ramsbottom, Bury. She operates her childminding setting from 8am to 5.30pm on weekdays, all year round, except for bank holidays and family holidays. The childminder holds a level 3 qualification in childcare. She provides funded places for two-, three- and four-year-old children.

Information about this inspection

Inspector

Sarah Shearman

Inspection activities

- Children communicated with the inspector during the inspection.
- Parents shared their views with the inspector.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The inspector carried out a joint evaluation with the childminder.
- The childminder and inspector completed a learning walk together of all areas of the curriculum.

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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