

# Childminder report

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Inspection date: 8 January 2020

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|------------------------------|-------------|
| <b>Overall effectiveness</b> | <b>Good</b> |
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|--------------------------|-------------|
| The quality of education | <b>Good</b> |
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|                         |             |
|-------------------------|-------------|
| Behaviour and attitudes | <b>Good</b> |
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|----------------------|-------------|
| Personal development | <b>Good</b> |
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|                           |             |
|---------------------------|-------------|
| Leadership and management | <b>Good</b> |
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|----------------------------------------------|------|
| Overall effectiveness at previous inspection | Good |
|----------------------------------------------|------|

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

### The provision is good

The childminder is a very good role model for children; she is very calm and nurturing. This helps children to express their own thoughts and needs successfully. Children receive a lot of comfort and support. They feel safe with the childminder, who really takes the time to know them well. The childminder understands the importance of building good relationships with parents and other professionals. Children show positive interaction by greeting visitors with big smiles.

The childminder's activities spark interest from the children. For instance, children show high levels of concentration and excitement, as they empty and fill the rice out of the bag. The childminder shows a good understanding of when to intervene and offer support and guidance. She organises the early years curriculum well to give children plenty of challenge and choices in play. The childminder has high expectations for all the children in her care.

Children behave very well. The childminder sets boundaries and rules, and ensures that children are aware of her expectations. Children show a strong development of small-muscle skills in readiness for pre-writing. Older children use tweezers to pick up cereal and put it in a container. Young children develop small-muscle control. They independently try to pick up objects from a tray. Children independently turn pages of hardback books and hold their own beakers to drink from.

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

- Children learn about the local and wider world around them. They regularly visit the children's centre, parks and the library. Furthermore, the childminder provides additional experiences for children by providing weekly yoga sessions. This helps support children's mindfulness as they learn how to become relaxed.
- The quality of teaching is good. The childminder uses her observations of children's play to help identify their next steps for learning. She plans further activities accordingly. For example, she creates challenges, such as fitting keys into the correct padlock to open the lock. This helps children to remain engaged and motivated.
- The childminder uses opportunities as they arise during play to extend children's knowledge and skills. For instance, the childminder gives children time to investigate the activity cube and follow their own lines of enquiry. Children are developing the essential skills needed for their future learning.
- The childminder is constantly reviewing her resources to ensure the activities provided are stimulating, and keeping children engrossed in play.
- Children respond in a positive manner with full attention when the childminder speaks. For example, younger children babble and use single words to respond

back. The childminder talks with passion about how the regular training she attends helps her improve her practice. For example, 'tummy time' training has enabled the childminder to better support babies' neck and arm muscles.

- Since the last inspection, the childminder has attended 'supporting early language' training to help early communication. The childminder gets down to the children's level and takes a genuine interest in what they say and do. She then joins in with their play. However, on occasions such as reading a story, the childminder introduces too many words quickly which do not support younger children's level of understanding.
- Children learn good hygiene routines, such as washing their hands before and after mealtimes. The childminder prioritises children's safety and vigilantly ensures children's specific needs are met. For instance, she uses alternative ingredients to make paint, so it does not pose a risk to any children who may have allergies.
- The childminder regularly meets up with local childminders and their children. This helps develop children's social skills in different situations, with different people. This further supports the childminder to reflect on her practice and to share ideas to support children's learning even further.
- The childminder ensures that parents are regularly kept informed about every aspect of their children's care and development. For instance, she uses a communication diary, text messaging and verbal exchange of information. Parents comment that they are very happy with the childminding service.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a robust knowledge of how to keep children safe from harm. She has a clear understanding of the signs and symptoms to be aware of to protect children from abuse. The childminder speaks with confidence about the procedures for making referrals to the appropriate outside agencies. She keeps her knowledge of child protection up to date by attending regular training. The childminder has a broad understanding of wider safeguarding issues, for example how to protect children from radical and extreme views. She carries out daily risk assessments of her indoor and outdoor environment to ensure the premises are safe and secure.

## What does the setting need to do to improve?

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

- use fewer words when speaking to younger children, to further support children's developing language skills.

## Setting details

|                                    |                                                                                   |
|------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>     | EY420915                                                                          |
| <b>Local authority</b>             | Bury                                                                              |
| <b>Inspection number</b>           | 10074683                                                                          |
| <b>Type of provision</b>           | Childminder                                                                       |
| <b>Registers</b>                   | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Day care type</b>               | Childminder                                                                       |
| <b>Age range of children</b>       | 1 to 9                                                                            |
| <b>Total number of places</b>      | 6                                                                                 |
| <b>Number of children on roll</b>  | 6                                                                                 |
| <b>Date of previous inspection</b> | 14 April 2016                                                                     |

## Information about this early years setting

The childminder registered in 2011 and lives in the Whitefield area of Bury. She operates all year round from 7.30am to 5.30pm, Monday to Friday, except bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. She provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Maryam Chauhan

### Inspection activities

- The childminder completed a learning walk with the inspector and discussed how she delivers her curriculum.
- The inspector completed a joint evaluation of an activity with the childminder and held discussions with her about children's learning and her teaching.
- The inspector observed the quality of education provided by the childminder and assessed the impact this has on children's learning and development.
- The inspector looked at evidence of the childminder's qualification and training and checked evidence of the suitability of adults living in the household.
- The inspector took account of parents' views through reviewing a sample of their written feedback.

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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