

Childminder report

Inspection date: 21 November 2019

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

The childminder provides a warm, very stimulating and safe environment, and children enjoy the time they spend with her. They are happy and secure in the childminder's care and develop close relationships with her. Children regularly seek her out to join in with their play. For example, the childminder plays alongside children as they explore the dinosaur resources. They talk animatedly about the dinosaur names and which ones have horns, tails and long necks. The childminder has high expectations for children's learning and behaviour. She provides explanations and guidance effectively, which helps young children to share and listen. Children take turns and play alongside each other well.

The childminder has a thirst for developing her skills and knowledge further. For instance, she accesses training courses, reads information online and shares ideas with other childminders. The experienced childminder provides an exciting and nurturing space for children to play and learn in. Children freely access resources that support all areas of learning. They have many choices in their play. For example, children delight in exploring musical instruments and dancing, which supports their physical development and creativity. Children pour and mix real tea in the playroom, prepare snack in the kitchen and paint or collect eggs from the hens outdoors.

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

- The childminder is committed to her role and continually seeks to improve her practice. She makes regular changes to her setting and she has many plans in place to help to drive forward the quality further. The childminder consults parents and ensures that they are happy with the service that she provides.
- The childminder works well with parents. She keeps them extremely well informed about their children's progress through sharing learning images, regular reports and progress checks at age two. Parents speak very highly of all aspects of the childminder's care stating, 'she really listens and responds'. They are very positive about the guidance they receive, such as support for toilet training and activity book bags to continue learning at home.
- Children are confident in managing their own self-care from a young age. They are self-motivated to become independent and this helps to prepare them for school. For example, two-year-old children put their own boots and rain suits on and competently fasten the zips. The childminder also helps them to develop an understanding of the importance of looking after themselves and washing their hands.
- The childminder promotes children's good behaviour in a calm and positive manner. For example, she explains to children why certain rules are in place, such as sitting at the table when eating. The childminder models good manners

for children, which they happily repeat and use at appropriate times.

- The childminder teaches children about the importance of different people, communities and traditions. She plans activities where children can learn about the make-up of different family units. Consequently, children confidently talk about how some families have two mums, one dad or a grandparent. Outings to well-thought-out museums and art galleries spark unique discussions and social interaction. These positive attitudes prepare children well for modern society.
- The quality of the childminder's teaching is good. She uses her secure knowledge of child development to plan a curriculum that ignites children's interests and challenges their curiosity. Her interactions with children are thoughtful and enthusiastic. She supports children's communication and language skills very well, skilfully questioning and describing what children do as they play. At times, the childminder does not adapt her teaching enough to help the most able children to extend their learning even further.
- Children's physical development is supported well. The childminder has created her outdoor area as a haven for adventure. Children relish opportunities to engage in messy play. They recall how the hens are sitting on the eggs, and being careful to collect them gently. The childminder grows vegetables with the children and encourages them to try new food. She provides healthy nutritious snacks and meals and children contribute their ideas to the menus.
- The childminder supports children to develop the attitudes and skills they need for their future learning. She makes good use of links with other settings children attend to promote their consistent development.

Safeguarding

The arrangements for safeguarding are effective.

The childminder recognises her responsibilities to protect children from harm. This includes ensuring that she is able to identify potential indicators of abuse and neglect and knowing what to do in the event of a concern. The childminder is committed to ensuring her knowledge and skills are kept up to date. For instance, she attends regular training and is proactive in developing her understanding of wider safeguarding issues. Children learn to keep themselves safe, for example, through visits to representatives of the fire and police services. The childminder keeps robust records and works closely with parents to help her monitor the overall well-being of children.

What does the setting need to do to improve?

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

- adapt teaching to further challenge and extend the learning for those children who have exceeded their developmental milestones.

Setting details

Unique reference number	EY434301
Local authority	Bury
Inspection number	10074921
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	2 to 4
Total number of places	5
Number of children on roll	4
Date of previous inspection	8 January 2016

Information about this early years setting

The childminder registered in 2011 and lives in Prestwich, Manchester. She operates all year round from 8am to 5pm, Monday to Friday, except for bank holidays and family holidays.

Information about this inspection

Inspector
Suzy Marsh

Inspection activities

- The inspector had a tour of the childminder's home. She discussed with the childminder how she organises her setting and how she plans the curriculum for children.
- The inspector observed the quality of teaching during activities and considered the impact this has on children's learning.
- A joint evaluation of an activity was carried out by the inspector and the childminder.
- Several discussions were held between the inspector and the childminder at appropriate times during the inspection.
- The inspector viewed relevant documentation, including evidence of the suitability of all adults living on the premises.
- The inspector took account of the views of children spoken to on the day. Parents' views were taken account of from written feedback provided.

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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