

Childminder report

Inspection date: 28 February 2020

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 confident and happy children interact well. Older children are considerate of toddlers as they play together in a home-made den. They share a close relationship with the childminder and are pleased to introduce themselves and their friends to visitors. This demonstrates how comfortable and safe children feel in the setting. The childminder supports children to manage risks. For example, as children go up the stairs, she guides them to take one step at a time. Children listen and follow her instruction.

Children become animated during story time. This is because the childminder harnesses their interests, such as building with blocks. As the childminder reads the books, children construct props for the story. They make a bridge and an aeroplane and talk about making an ice tower. The childminder uses these occasions to extend children's vocabulary. She introduces words such as 'toboggan' and 'Inuit village'. Children's speech and language are particularly good. Children progress well. The childminder regularly monitors children's development through observations and assessments. She plans what children need to learn next and shares this with parents. The childminder collects information from parents as children start at the setting. However, she does not gather robust information about what children can already do. This means initial assessments are not always highly effective.

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

- Children learn how to do things for themselves. The childminder encourages them to put on their own coat and shoes. Children pour their own water when they are thirsty and cut fruit at snack time. Even toddlers competently feed themselves with a spoon. This helps children to prepare well for school.
- The childminder ensures that children spend quality time outdoors. Children access a wide range of outdoor resources at the setting. They also visit parks and explore the local countryside. These activities help to promote children's physical development.
- The well-qualified and experienced childminder ensures she continues to develop her professional knowledge. She accesses regular training courses and is a member of a local childminding network, who support each other with ideas and advice. The childminder takes on board recommendations from previous inspections and works hard to implement them.
- Children behave well. The childminder supports positive behaviour with calm intervention when children need a reminder to share. Children learn to take turns and even negotiate with each other about who will be the first pig when acting out a story with puppets.
- Children focus intently on activities they are interested in. They concentrate as

they use a screwdriver to tighten up screws on a tractor wheel and they persevere until every wheel is done. Such activities help children to build strength and coordination in their hands, which supports early writing skills.

- The childminder promotes healthy lifestyles. She offers children healthy foods at lunch and snack times. Children eagerly eat their fruit and vegetables. They wash their hands before lunch and use a mirror to see where they need to clean their faces afterwards.
- The childminder encourages children to solve problems for themselves. For example, when children want to measure themselves with string, the childminder skilfully supports them. She asks questions to prompt their ideas but allows them time to think through the best way of doing it. This supports their mathematical development.
- Toddlers are curious and are keen to investigate. They pull themselves to standing using the tables and delight in the colours and paper they find there. They focus on making marks with pens in both hands. The childminder supports their understanding by naming the colours they use as they create their masterpiece.
- The childminder plans interesting activities that engage children and support them to achieve their next steps in learning. For example, children talk about size as they build their house of straw. On some occasions, however, the childminder does not plan very effectively for all age groups. For instance, although younger children join in, craft activities are not always suited to their interests and stage of development.
- Parents report they are happy with the childminder. They say she is friendly, helpful and organised. Children enjoy their time in the setting and learn new things every day.

Safeguarding

The arrangements for safeguarding are effective.

The childminder carefully considers risks in the house and out on trips. She puts measures in place to help ensure children's safety, such as keeping keys accessible in case of an emergency evacuation. The childminder regularly refreshes her safeguarding knowledge and makes sure she is aware of any changes in local procedures. She can identify signs and symptoms that may indicate abuse and knows how to report any concerns she may have about a child. The childminder understands the procedure to follow in the event of an allegation about herself or other adults in her household.

What does the setting need to do to improve?

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

- devise even better ways of planning activities to ensure all children are

- consistently challenged despite their differing ages and stages of development
- strengthen the quality of information collected from parents on starting to ensure initial assessments are robust.

Setting details

Unique reference number	EY475705
Local authority	Bolton
Inspection number	10075792
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 4
Total number of places	6
Number of children on roll	4
Date of previous inspection	12 February 2016

Information about this early years setting

The childminder registered in 2014 and lives in the Horwich area of Bolton, Greater Manchester. She operates all year round, three days a week, apart from family holidays and bank holidays. She opens from 7.30am to 6pm. The childminder has a relevant qualification at level 3. She provides funded education for two-, three- and four-year-olds.

Information about this inspection

Inspector
Karen Bingham

Inspection activities

- The childminder gave the inspector a tour of the setting and explained how she organises the environment to help children learn.
- The inspector observed a planned activity and discussed its effectiveness with the childminder.
- Parents provided their opinions through written comments and the inspector took these into consideration.
- Discussions between the inspector and the childminder occurred throughout the inspection.
- The inspector viewed documentation such as registers and information relating to the suitability of the childminder.

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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