

Childminder report

Inspection date: 13 July 2022

Overall effectiveness	Good
------------------------------	-------------

The quality of education	Good
--------------------------	-------------

Behaviour and attitudes	Good
-------------------------	-------------

Personal development	Good
----------------------	-------------

Leadership and management	Good
---------------------------	-------------

Overall effectiveness at previous inspection	Good
--	------

What is it like to attend this early years setting?

The provision is good

The childminder and her co-childminder provide a warm, welcoming and homely environment where children settle quickly and feel secure. Children establish trusting relationships with the childminder. They are confident and independent learners and display high levels of emotional well-being during play. Both the childminder and her co-childminder are positive role models. They have high expectations for all children in their care. Children enjoy learning about the world around them through the many opportunities that the childminder provides. They learn about their place in society and the natural world around them through opportunities, such as visits to woodlands, local shops, museums and parks. Children are curious and have a very positive attitude to learning and trying new things.

Children behave well. They understand what is expected of them and are learning right from wrong. They show an awareness of routine and follow instructions. In response to the COVID-19 pandemic, the childminder has focused her teaching on supporting children's emotional and social development. As such, children are developing their confidence in social situations. They are learning how to play alongside others, share resources and take turns.

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

- The childminder has devised an engaging curriculum based on what children need to learn next and what they enjoy. She gathers detailed information about children's existing skills and abilities, which helps to inform planning from the outset. However, the childminder recognises that the planning for outdoor learning is not always given the same detailed consideration and does not fully support those children who prefer to learn outdoors. That said, she and her co-childminder have exciting and ambitious plans to further develop the outdoor learning environment.
- The childminder completes all of the required mandatory training. For example, she has recently updated her first-aid qualification. She recognises the importance of training and is keen to develop her skills and knowledge. However, she does not routinely engage in further training opportunities to help to raise the quality of her teaching and to extend and enhance the learning opportunities available for children.
- The childminder skilfully supports children's mathematical understanding. When playing with dough and seashells the childminder encourages children to identify the biggest and the smallest shells. She models counting and uses mathematical language as children play. As a result, children are developing good skills and are beginning to understand simple mathematical concepts.
- Children are becoming confident and skilful communicators. The childminder

continually models language, uses repetition and introduces new vocabulary. She asks thought-provoking questions and encourages children to talk about what they are doing and share their ideas. Children enjoy singing and story times. They choose their favourite books and songs and repeat familiar words and phrases.

- The childminder supports children to develop their own independence and promotes their self-care skills well. Children independently select the toys and resources that they want to play with and take a lead in their play. Children manage and attend to their own personal needs. For example, at snack time, they wash and dry their own hands and cut their own fruit with an appropriate knife.
- The childminder continually reflects on her practice and provision. Together with her co-childminder, she accurately evaluates the service that she provides and is fully committed to making changes across the provision to enhance the already good standards. She gathers the views of parents and children and ensures that any suggestions they make inform future improvements. Parents are extremely complimentary about the childminder's provision. They comment that their children are happy and thoroughly enjoy attending.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her role in keeping children safe from harm. She keeps up to date with changes in child protection legislation by completing mandatory training. The childminder has a good understanding of the signs that may indicate a concern about children's welfare, including abuse and extremism. She knows the procedures to follow to report any concerns of this nature. Furthermore, she confidently explains her whistleblowing arrangements to enable her to report any concerns about another childminder's conduct or practice. The childminder implements effective policies and procedures and maintains comprehensive documentation, such as accident records, attendance information and risk assessments.

What does the setting need to do to improve?

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

- strengthen the planning for outdoor provision to further enhance children's learning opportunities and experiences
- engage in professional development opportunities that help to raise the quality of practice and provision to an even higher standard.

Setting details

Unique reference number	EY480153
Local authority	Bury
Inspection number	10231903
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 10
Total number of places	6
Number of children on roll	18
Date of previous inspection	7 September 2016

Information about this early years setting

The childminder registered in 2014 and lives in the Prestwich area of Bury, Greater Manchester. She works with a co-childminder and occasionally with an unqualified assistant. The childminder operates all year round, from 7.30am to 5.30pm, Tuesday to Friday, excluding family holidays and bank holidays. She holds a childcare qualification at level 3.

Information about this inspection

Inspector

Karen Cox

Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in her evaluation of the provider.
- Discussions were held with the childminder and children at appropriate times throughout the inspection.
- A learning walk was completed with the childminder to discuss the curriculum intent and how the provision is organised.
- The childminder and inspector completed a joint evaluation of an activity.
- The inspector reviewed a variety of documents including, evidence of the suitability of those living in the household, qualifications, first-aid certificates and policies and procedures.
- The inspector observed interactions between the childminder and children during activities and assessed the impact of teaching on children's learning.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2022