

Childminder report

Inspection date: 21 April 2022

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

Children have close relationships with this gentle natured childminder. They enter eagerly, put on their slippers and explore the exciting resources. Children who require reassurance are sensitively supported. The childminder acknowledges children's feelings. This supports them to feel valued and to settle quickly.

Children use good manners throughout the day. They are becoming familiar with the expectations of the childminder and display high levels of respect for their environment. They remind their friends to tidy up when they have finished playing with an activity. Children respond positively to praise from the childminder, for example when she says 'good choice'. These consistent expectations support children to feel safe and secure.

Children demonstrate high levels of engagement and curiosity and are confident to try new things. They independently access resources from the well-organised environment and concentrate on activities for long periods. Children work together to build a large wall with foam bricks. They chuckle together as the wind blows it over and then they start again. The childminder has high expectations for all children's learning. She regularly encourages them to attempt to do things for themselves. Children show wonderful levels of pride as they achieve a new skill, such as using the toilet. They have confidence in their own abilities and make good progress in their learning.

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

- Partnership working is a particular strength of the childminder. Parents describe her as kind and professional and say that she goes 'above and beyond' to support their children. They report that their children love coming to the childminder's home.
- The childminder uses children's interests to motivate and enthuse them. Her skilful interactions help to build children's learning in all areas of the curriculum. For example, when children play with the dinosaurs, the childminder skilfully adds new mathematical language such as 'long' and 'large'. When children collect items and add them to the shopping trolley, she introduces the concept of 'lots' and 'expensive'. These experiences support children to begin to understand mathematical concepts in a fun way.
- Children who speak English as an additional language are supported well by the childminder. She uses the expertise of the families to ensure the children can fully enjoy cultural celebrations. Parents contribute by sharing recipes and key words. These experiences support children to become aware of the similarities and differences between themselves and others, and prepare them well for modern life in Britain.

- The childminder uses opportunities throughout the day to talk about healthy choices with the children. They enjoy a good variety of nutritious meals and snacks that the childminder provides. Children develop a good understanding of the importance of healthy lifestyles. The childminder regularly reminds children to wipe their noses and to wash their hands. She encourages them to 'catch' their cough to stop the spread of germs.
- The childminder supports children's communication and language skills well. She introduces a range of new vocabulary during interactions with them. Children spontaneously sing throughout the day and ask for their favourite songs to be played. They develop a love of stories and songs.
- Overall, the curriculum for literacy is ambitious and supports children to make good progress. The childminder models writing for a purpose, showing that print has meaning. She ensures that children have access to a wide range of books that link to their interests. However, when children show an interest in the sounds they can hear in words, this is not always modelled correctly by the childminder, meaning that children are not being taught the early reading skills needed to support their future learning.
- Children build respectful relationships with each other and are supported to manage their emotions by the childminder. However, she does not consistently encourage them to consider possible solutions when minor disagreements about turn taking occur. This does not support children to learn how to come up with their own resolutions.

Safeguarding

The arrangements for safeguarding are effective.

The childminder completes regular training to help ensure her safeguarding knowledge remains current. She is confident in how to identify concerns about the welfare of a child and knows who to report these concerns to. The childminder is aware of the process to follow should an allegation be made about her conduct. Regular risk assessments are undertaken to help ensure the premises are safe and that children are safe when on outings. Children learn how to keep themselves safe. For example, they are taught that it is not safe to walk around when eating as they may choke.

What does the setting need to do to improve?

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

- further develop knowledge of how to sequence the skills required to support children's later reading skills
- provide different ways to enable children to learn more about managing their behaviour.

Setting details

Unique reference number	EY482383
Local authority	Bury
Inspection number	10233255
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 8
Total number of places	12
Number of children on roll	12
Date of previous inspection	20 September 2016

Information about this early years setting

The childminder registered in 2014 and lives in Radcliffe, Greater Manchester. She operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a relevant qualification at level 3 and provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Rebecca Weston

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 their evaluation of the setting.
- A learning walk was completed to discuss the childminder's intentions for children's learning.
- Children communicated with the inspector during the inspection.
- The inspector observed the interactions between the childminder and children.
- A joint observation took place of a group activity.
- The inspector spoke to parents during the inspection and took account of their views.
- The childminder provided the inspector with a sample of key documentation on request.
- The childminder showed the inspector the premises and discussed how they ensure they are safe and suitable.

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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