

Childminder report

Inspection date: 26 October 2022

Overall effectiveness	Outstanding
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The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Overall effectiveness at previous inspection	Good

What is it like to attend this early years setting?

The provision is outstanding

Children demonstrate high levels of understanding and knowledge within this unique setting. They are learning and acquiring skills that are not yet expected at this current stage. For example, children excitedly retell familiar stories with accuracy and little help from the childminder. Learning experiences are extended with careful use of open-ended questioning. As children fill up their pumpkins with water, the childminder asks, 'What do you think we should do next?'. Children joyfully point to the kitchen area, and excitedly begin to make 'pumpkin soup'.

Children are becoming emotionally intelligent. The caring and sensitive childminder supports them to manage their emotions by labelling them and giving them the opportunity to talk about how they feel. Children practise these skills frequently. They become more resilient as they spontaneously take turns and share toys as they play. As a result, children's behaviour is exceptional.

The childminder ensures that the utmost priority is given to ensuring that children are safe and secure within the setting. For example, there is a security system in place so visitors can be seen via a camera before entering the setting. These means no one can enter or leave the premises without the childminder's knowledge.

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

- Children's progression within their learning is consistently rapid. They build on their big muscles in the garden by making marks with the sweeping brushes and water. They quickly move on to using small items during play to develop strength within their fingers, greatly supporting their early writing skills. Children consistently consolidate their learning and acquire new skills as they play.
- Children explore a range of quality experiences that support their understanding of the diverse world. Stories and props are used effectively to develop sensitive discussions about similarities and differences. Regular visits to explore the local community also help children to make connections in the real world. Consequently, children develop a positive self-identity and respect for others.
- The childminder implements excellent strategies that nurture children's ability to develop their expression and self-regulation of their own thoughts, feelings and behaviours. She supports them to name and talk about their own feelings as they play. A range of positive strategies that encourage sharing and negotiating use of toys are successfully embedded into practice. Children are developing high levels of confidence and self-worth in social situations.
- Children's healthy lifestyles are supported well in this inspirational setting. Children have access to a healthy home-made menu, that is created in consultation with parents. Children enjoy being physically active. They balance

on beams that have been carefully and purposely set out to challenge a range of physical skills. These wonderful experiences support children to develop healthy lifestyles.

- Mathematical learning is entwined within the curriculum on offer. The childminder expertly supports children to make mathematical predictions during play. For example, as the children pour water into the large pumpkin she asks, 'How many cups of water do you think you will need to fill the pumpkin?' Subsequently, children begin to use number spontaneously in play.
- Partnerships with parents are commendable. Parents confidently seek support from the childminder to enhance children's independence skills at home. They feel truly involved in their children's learning. Home-learning activities support children's next steps to be practised at home. Consequently, children thrive and make rapid progress in all areas of learning and development.
- There is an extensive system in place that supports ongoing professional development within this setting. The childminder and her two assistants access a range of opportunities to broaden and deepen their early years knowledge. They reflect on training received and identify how best to put this into practice. Recent training on supporting children's personal and emotional development has resulted in the curriculum being more focused on supporting independence. As a result, children show high levels of self-confidence in their own abilities.
- There is a strong culture of reflection and improvement. Supervisions are an opportunity for the childminder and assistants to reflect on their own practice. The childminder supports her assistants to build on their already strong practice, by identifying possible training opportunities and providing feedback following peer observations. The childminder actively seeks to improve her own teaching as the assistants observe her practice also. As a result, teaching is of an exceptionally high quality.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistants have recently accessed safeguarding training. They use quizzes and case studies in relation to safeguarding to ensure that their practice is current and kept up to date. The childminder's knowledge of local safeguarding procedures is excellent. She can identify the signs and symptoms of abuse and knows how to act on these. She also has a strong understanding of what to do if an allegation is made against her, a household member or assistant. She knows what to look out for in relation to a wide range of safeguarding concerns. The childminder and both of her assistants have a current paediatric first-aid certificate. Children are kept extremely safe in this outstanding setting.

Setting details

Unique reference number	EY482498
Local authority	Bolton
Inspection number	10236516
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	0 to 10
Total number of places	18
Number of children on roll	20
Date of previous inspection	31 January 2017

Information about this early years setting

The childminder registered with Ofsted in 2014 and lives in the Brightmet area of Bolton, Greater Manchester. She operates from 7am to 6pm Monday to Friday, all year round, excluding family holidays and bank holidays. The childminder works with two assistants.

Information about this inspection

Inspector

Sharon Walton

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The childminder took the inspector on a learning walk and spoke to the inspector about the curriculum on offer, and how she wants children to learn.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector observed interactions between the childminder and children.
- The childminder and inspector reflected on how the curriculum had been implemented during a specific activity.
- The childminder provided the inspector with a sample of key documentation.
- The childminder showed the inspector the premises and discussed how she ensures that it is safe and suitable for the children.

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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