

# Childminder report

---

Inspection date: 19 September 2019

<b>Overall effectiveness</b>	<b>Good</b>
------------------------------	-------------

---

The quality of education	<b>Good</b>
--------------------------	-------------

Behaviour and attitudes	<b>Good</b>
-------------------------	-------------

Personal development	<b>Good</b>
----------------------	-------------

Leadership and management	<b>Good</b>
---------------------------	-------------

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

## What is it like to attend this early years setting?

### The provision is good

The childminder invests time getting to know each child in her care. She has a detailed understanding of every child's unique abilities and personal interests. The childminder makes the most of this information and offers children challenging and enjoyable activities, tailored to their individual needs and preferences. For example, children enthusiastically sing their favourite farm animal songs. They show their amusement and giggle as the childminder makes familiar animal noises. Children have fun and become motivated learners. However, the childminder does not consistently weave opportunities into the day for children to learn about the diverse world in which they live.

Children behave well and play with curiosity and engagement. They show impressive levels of concentration. For example, young children and babies remain engrossed in a fun activity with a ball for a significant amount of time. Children share warm, positive relationships with the friendly and affectionate childminder. They smile as the childminder approaches them and seek her out to join in with their games. Children demonstrate that they are emotionally secure. The childminder is experienced and knowledgeable about her responsibilities. She is confident to offer a high-quality service. She reflects upon her practice, identifies some training needs and understands what she does well and what she needs to improve.

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

- Children benefit greatly from a range of challenging activities. They practise existing skills and develop new knowledge as they play. For example, young children kick balls, which helps to develop their physical coordination and balance. They are further challenged to pick up balls, pass them between their hands and place them in and out of containers of varying sizes. Children's extended learning is supported by the childminder's high expectations and a well-planned curriculum. However, although children enjoy a broad and varied range of activities, the childminder does not always optimise opportunities for children to achieve a deeper appreciation of the similarities and differences between themselves and others during everyday play.
- Teaching to support language and communication is noteworthy. The childminder provides ongoing narration, asks questions, listens and introduces new words. She regularly uses repetition to help children to hear and understand new language. For example, descriptive words, such as 'scoop', 'bucket' and 'kick', are all used during a ball activity to help children to understand the meaning of words in context to their play. Consequently, children develop language appropriate to their age. For example, young children babble, use simple words and say other children's names. Children become

confident communicators.

- Children benefit from the childminder's consistent and fair approach to positive behaviour. They are encouraged to share and take turns. Children respond well and learn to be socially confident and play cooperatively with others.
- Children are encouraged to take safe and supervised risks in their play. This helps to build children's confidence and sense of self-belief. For example, babies and young children are encouraged to climb in and out of the low tray. They navigate obstacles and extend their concentration and balance.
- Communication between the childminder and parents is continual, detailed and effective. The childminder recognises that positive relationships and two-way information sharing with parents help to ensure each party is well informed and equipped to meet children's ever-changing needs. Partnerships with parents are good.
- The childminder responds well to pressures in her workload and personal life. She ensures that she takes sufficient time to care for her own well-being. Consequently, when working with children, she remains motivated, focused and the quality of service that she offers is good. However, the childminder's professional development and training is not sufficiently focused to help improve her good skills even further, particularly around teaching.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her safeguarding responsibilities. She knows how to identify, respond to and manage any signs that may suggest a child is at risk from harm. She has a detailed safeguarding policy for her reference if required. This policy is written in line with local authority guidelines.

## What does the setting need to do to improve?

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

- make better use of opportunities to help children develop a greater appreciation of similarities and differences between themselves and others
- strengthen already good teaching skills and identify a precise plan for training and professional development.

## Setting details

<b>Unique reference number</b>	EY359736
<b>Local authority</b>	Manchester
<b>Inspection number</b>	10106346
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children</b>	0 to 4
<b>Total number of places</b>	6
<b>Number of children on roll</b>	4
<b>Date of previous inspection</b>	19 January 2015

## Information about this early years setting

The childminder registered in 2007. She lives in East Didsbury, Manchester. The childminder operates all year round from 7am to 5.30pm, Monday to Friday, all year round, except for bank holidays and family holidays.

## Information about this inspection

### Inspector

Michelle Jacques

### Inspection activities

- The inspector and childminder completed a learning walk around the registered property and discussed safety measures and the organisation of the environment.
- The inspector completed a joint evaluation of an activity with the childminder and discussed the quality of teaching and learning displayed during play and interactions with children.
- The inspector held a number of discussions with the childminder and looked at relevant documentation.
- The inspector spoke to children during the inspection and took account of written comments from parents.

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](mailto: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/](http://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](mailto: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](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2019