

Childminder report

Inspection date: 30 September 2019

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

The provision is good

The childminder encourages children to 'be kind and share' and focuses her attention on them having fun, being friends and learning well. She delivers her expectations for behaviour in a clear and age-appropriate manner. Children respond well and behaviour is good. They show that they are happy and content in the childminder's care and also enjoy the company of her assistants. Children demonstrate that they feel safe as they frequently laugh and play with confidence and independence. All adults caring for children are calm, relaxed and friendly. They listen to children and respect their comments. This helps to create a respectful and pleasant atmosphere and contributes to children's emotional well-being. Children make good progress across the seven areas of learning. The foundation for this progress is largely due to children's motivation and eagerness to join in and try their best. Coupled with a stimulating environment and a challenging, well-planned curriculum, children acquire key skills in preparation for the next stage in their development. However, children are not always supported to extend their good mathematical counting skills at the highest level during play. The childminder and her assistants know children well and quickly meet their individual needs. For example, they provide comforters for younger children to reassure them and help them to settle. However, at times when children are happy, content and engaged in activities, they suck dummies and this restricts them from fully joining in conversations.

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

- The childminder has adequate systems, equipment and insurance in place to ensure children's safety when in cars. She has a number of car seats at her disposal and ensures those used are suitable for children's age, size and weight. Children remain safe in the childminder's care.
- The childminder invests time and effort developing positive and fruitful relationships with families and parents. Communication with home is excellent and a number of different methods are used to share information. Children benefit from a comprehensive, joined-up approach to their care and learning. For example, written communication and detailed discussions are used to share updates and information.
- The childminder frequently attends network meetings delivered by the local authority. This helps to ensure her knowledge and skills are up to date. Furthermore, she shares new knowledge with her assistants and closely supervises and mentors them to help enhance teaching and improve the quality of practice.
- The childminder offers a diverse and inclusive setting. Children learn about the wider world around them and develop empathy and consideration for others who are different from themselves. Every child's unique personalities are

celebrated.

- Children benefit from a balance of planned and spontaneous play. The childminder is responsive to children's emerging and immediate interests. She provides flexible routines, and children's choices and opinions are valued and incorporated into their play. Children remain enthused and enjoy their learning. For example, they show an interest in solving problems. Children are presented with a wealth of toys, including jigsaws, threading beads and interactive games linked to this interest. Furthermore, teaching is focused to help support their critical thinking skills. However, sometimes children are not supported to recognise higher numbers and develop their counting skills beyond current capabilities when opportunities arise.
- The childminder creates a superb learning environment. Toys available are varied, high quality, well organised and presented in an exciting and inviting manner. This helps to promote children's thirst for learning and good progress. They explore with enthusiasm and excitement.
- The childminder and her assistants are good role models. They guide children's play and suggest ideas to extend learning. However, at times, the childminder misses opportunities for children to practise their already good speaking skills and build language at an outstanding level.
- Children solve complex problems with a positive 'can-do' attitude. They show motivation to join in and when faced with challenge, they persevere and repeatedly try until they succeed. For example, children approach difficult jigsaws with resilience. They show good critical thinking skills and turn pieces around until they eventually slot into place. Children break down problems, carefully think through solutions and eventually succeed, taking pride in their achievements.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistants have secure knowledge relating to child protection. They understand how to identify and respond appropriately to safeguarding concerns. The childminder has a detailed safeguarding policy and associated literature on this topic for her reference, if required.

What does the setting need to do to improve?

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

- make the most of opportunities for children to practise their spoken language and build already good communication skills at a higher level
- extend children's good knowledge of numbers and help them to count and recognise higher numbers as opportunities arise during play.

Setting details

Unique reference number	503924
Local authority	Manchester
Inspection number	10124449
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 10
Total number of places	18
Number of children on roll	18
Date of previous inspection	4 September 2015

Information about this early years setting

The childminder registered in 2001 and lives in Manchester. She works with two assistants. The childminder operates all year round from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a childcare qualification at level 3.

Information about this inspection

Inspector

Michelle Jacques

Inspection activities

- The childminder and inspector completed a 'learning walk' around the childminder's registered property. The inspector asked a number of questions about the organisation of the environment and viewed safety measures in place to protect children from harm.
- A joint evaluation of an activity was completed with the childminder.
- The inspector spoke with the childminder, assistants and children at various intervals during inspection.
- The inspector took account of written comments from parents.
- A sample of documentation was reviewed by the inspector, including the suitability checks for adults living and working at the childminder's setting.

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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