

Childminder report

Inspection date:

29 November 2019

Overall effectiveness	Good
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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

Children thoroughly enjoy their time at this good-quality setting. They play happily and look self-confident and motivated. They are keen to take on new challenges and show good perseverance while learning new skills, such as riding tricycles. The childminder has high expectations of children and supports them well in readiness for their move to school. She provides good opportunities for children to practise writing their names, and supports their growing independence. Children behave well and show positive attitudes towards their learning.

Children demonstrate good physical dexterity. They run, climb and balance on apparatus outdoors. They kick balls and show good endurance while completing an assault course. Children show respect towards their peers and embrace the childminder with hugs. They have a good understanding of the wider world and the community they belong to. They relish opportunities to visit the zoo and excitedly talk about visiting residents in a local care home.

Children enjoy painting and giggle with delight while exploring 'gloop'. They excitedly move toy cars through paint and describe the patterns. They immerse themselves in deep imagination as they help to make Christmas decorations and 'magic potions'. Children have a good understanding of healthy eating and talk about the importance of keeping themselves safe during their play.

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

- The dedicated childminder leads the setting with a strong vision that every child will succeed and flourish. She aspires to be outstanding and has a good grasp on the quality of her setting. Improvement plans are sharply focused and include the views of children and parents. The childminder's capacity to continually improve is good.
- The childminder provides children with a personalised curriculum that captures their interests and keeps them motivated to learn. She has a secure understanding of child development and plans exciting learning opportunities that build on what children already know. For example, a visit to the farm has ignited children's current interest in animals and has provided them with a greater knowledge of life cycles and habitats. Gaps in learning quickly close and children make good progress.
- Mathematics is given high priority. The childminder provides good opportunities for children to count, explore shape and compare measurements. Children become fascinated while learning about two-dimensional shapes and confidently count how many different shapes they can find on the Christmas tree.
- The childminder is skilled in supporting children's communication and language development. She introduces new words, asks challenging questions and attends

external singing and rhyming sessions with children. Consequently, children are confident communicators who use a wide range of vocabulary.

- Partnership working is strong. Links with the community and local authority are rooted in trust and respect. Parents are kept informed of their children's progress and regularly complete a 'two stars and a wish' feedback form. The childminder uses this information to bring about change, and measures the impact this has on outcomes for children.
- Care practices are good. Children's personal, social and emotional well-being are given high priority. Children settle quickly, behave well and demonstrate positive attitudes towards their learning. They have a strong sense of belonging and show high levels of self-esteem.
- The childminder is an advocate for literacy development. She provides good opportunities for children to access a variety of books, and supports parents in helping their children to read. Children relish opportunities to visit the library and are fascinated while enacting roles from stories in local woodland.
- The childminder updates her policies on a regular basis to reflect changes in legislation. She attends meetings with other childcare professionals and completes mandatory training programmes. However, the childminder has not yet established a highly successful continuous professional development programme in order to raise her practice to an outstanding level.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure knowledge of how to keep children safe and protected from harm. She is aware of the signs and symptoms of possible abuse and knows the referral procedure. She is aware of the procedures to follow if there is an allegation against herself or a family member. Robust systems are in place to ensure all persons living in the household are suitable to have contact with children. Arrangements for the use of mobile phones and cameras are good. The childminder teaches children about online safety and how to keep themselves safe while away from the setting.

What does the setting need to do to improve?

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

- strengthen the programme of continuous professional development to increase the quality of practice to an outstanding level.

Setting details

Unique reference number	EY347422
Local authority	Manchester
Inspection number	10064766
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 5
Total number of places	6
Number of children on roll	5
Date of previous inspection	3 September 2015

Information about this early years setting

The childminder registered in 2007 and lives in Wythenshawe, Manchester. She operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3.

Information about this inspection

Inspector

Luke Heaney

Inspection activities

- The inspector observed the quality of teaching and evaluated the impact this has on children's learning.
- The inspector completed a joint evaluation of an activity with the childminder.
- The inspector held several discussions with the childminder. He looked at relevant documentation, including evidence of the suitability of persons living in the household.
- Discussions took place with children and the childminder at appropriate times during the inspection.

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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