

Childminder report

Inspection date: 3 December 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

Children enjoy their time at this setting. They demonstrate warm, genuine bonds with the childminder and automatically seek a comforting embrace from her if they are feeling shy or tired. Children are respectful to the childminder, using good manners and polite requests. They value her input in their play and often encourage her to get involved, especially with imaginative play.

Children experience meaningful learning at story time. They giggle with excitement as they make connections between their story books and real life. For example, children are delighted to see a blackbird hopping on the wall outside at the same time they are reading a nursery rhyme about blackbirds. They point to the similarities between the cartoon and real-life versions. However, on rare occasions, children would benefit further from such activities if certain distractions, such as pacifiers, were not present. Communication and language development opportunities are limited at these times as children would rather use their pacifier than engage in discussions.

The childminder has high expectations for children, both with regards to their behaviour and their development. Children understand they need to follow the childminder's boundaries and listen respectfully when she gently enforces them. The childminder uses observations, assessments and children's interests to plan suitably challenging next steps in development, which helps to support children's good progress.

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

- Children's mathematical development is well supported at this setting. The childminder includes mathematical elements in children's play in a natural way. For example, she introduces counting while children play with figurines, and some language of size when children engage in imaginative play. Children also enjoy singing counting songs with the childminder and show pride when they successfully count out loud to 'four'.
- The quality of teaching is good. Children especially enjoy learning about the natural world. They take on small responsibilities as they leave food out for wild animals each morning. They then eagerly await visits from squirrels, pigeons, blackbirds and robins. They show care and concern for these animals and offer questions and comments about them. This helps to promote children's understanding of the world, as well as their communication and language, and self-confidence.
- The childminder eagerly supports children's good health. She teaches children the importance of regular hygiene practices, such as handwashing. Furthermore, the childminder provides well-balanced, nutritious meals for children and

encourages them to eat plenty of fruits and vegetables. As a result, children begin to learn some links between good food and hygiene choices and good health.

- Parents appreciate the childminder and the educational activities she provides for their children. They describe the childminder as 'patient, caring and positive' and feel involved in their children's ongoing development. However, while well-established parents understand how to complain should they have an issue, parents who are new to the setting do not yet understand these procedures. The childminder has shared this information with parents but needs to take further steps to ensure this information is fully understood by all.
- The childminder is committed to minimising any risks to children within her setting. She speaks to children about how they can protect themselves and avoid accidents. For example, the childminder talks to children about tools she uses to prevent children from trapping their fingers in doors. She shows children these tools and demonstrates how they prevent doors from closing fully. However, she also explains that some doors will not have these safety measures and how children need to be careful. This builds children's understanding of some ways to keep themselves safe.
- The childminder works well with other professionals. She builds good working relationships with other settings that children attend, as well as children's health visitors. She actively shares children's development records, assessments and current next steps with all professionals involved. This helps to ensure that all professionals working with children follow consistent approaches.
- Children are imaginative learners. The childminder happily joins in with children's play as they 'blast off to the moon' and use available resources to create 'astronaut helmets'. Children focus well as they discuss whether the moon would be dark, light, hot or cold.

Safeguarding

The arrangements for safeguarding are effective.

The childminder can confidently identify signs and symptoms which may indicate a child is being abused. She understands the importance of being aware of changes in children's home lives, as well as building trusting and open relationships with parents. These factors help to ensure she can quickly identify any worrying changes in any child's behaviour or circumstances. The childminder keeps her knowledge fresh and up to date by attending regular refresher courses and supplementing her existing training. For example, she attends courses to learn about wider safeguarding issues such as breast ironing, female genital mutilation and the 'Prevent' duty. This means she can help to protect children from harm.

What does the setting need to do to improve?

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

- organise communication and language-based activities effectively to ensure children are not distracted
- strengthen information sharing to ensure that new parents fully understand the procedures to follow should they wish to make a complaint.

Setting details

Unique reference number	503115
Local authority	Manchester
Inspection number	10129006
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 7
Total number of places	6
Number of children on roll	7
Date of previous inspection	4 September 2015

Information about this early years setting

The childminder registered in 2001 and lives in Moston, Manchester. She operates all year round from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an early years qualification at level 3.

Information about this inspection

Inspector

Shauneen Wainwright

Inspection activities

- The childminder and the inspector conducted a joint observation of an activity and discussed the emerging strengths and areas for development.
- Parents provided their written feedback, which the inspector took account of.
- During a tour of the setting, the inspector and the childminder discussed the curriculum on offer and the impact this has on children's development.
- The inspector observed the quality of teaching and interactions between the childminder and children throughout 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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