

Childminder report

Inspection date: 4 December 2019

Overall effectiveness	Outstanding
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The quality of education	Outstanding
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Behaviour and attitudes	Outstanding
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Personal development	Outstanding
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Leadership and management	Outstanding
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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 outstanding

The well-qualified and highly skilled childminder is dedicated and passionate about her role as an early years practitioner. She provides inspirational opportunities for children to explore and learn. Children thrive in the childminder's home. The childminder is extremely sensitive and caring and shows a genuine affection for the children in her care. Children form exceptionally close relationships with the childminder and co-childminder. They seek out the childminder for comfort and cuddles and hug her tightly. Children settle quickly at this wonderful setting and demonstrate high levels of emotional security and self-esteem.

Children show an impressive enthusiasm for learning and great perseverance when learning new skills. For example, babies spend long periods of time trying to thread straws through holes in containers. They do not give up until they eventually succeed. Babies focus intently on the childminder's face and listen attentively to what she says, which helps to promote their excellent communication and language development.

The childminder creates a culture of mutual respect and kindness in the setting. She has high expectations and is an excellent role model. Children learn to behave appropriately from an early age. For example, when babies try to take toys from another child, the childminder gently moves them away. The childminder goes to great lengths to learn about the culture and backgrounds of the children she cares for. She considers their diversity and reflects this extremely well in her practice.

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

- The childminder has worked exceptionally hard since the previous inspection to continue to maintain provision of the highest quality. She has gained a huge amount of knowledge over her many years experience of caring for children. The childminder's enthusiasm and commitment to consistently enhancing her already excellent teaching skills is truly admirable. She attends targeted and relevant training and carries out personal research. This helps to ensure that children make the best progress possible.
- Children make rapid progress in their physical development and conquer new skills almost daily. Babies have ample space and the freedom to crawl between the playroom, hallway and lounge. The extensive range of resources and activities on offer makes them highly motivated to become mobile. Babies work extremely hard to pull themselves up to a standing position to reach the toys that excite them.
- The childminder plans an exceptionally well-thought-out curriculum, which sharply focuses on children's next steps in learning and their individual interests. She has a superb knowledge of what she wants children to learn, which she

implements to maximum effect. The childminder plans many worthwhile activities to encourage children to explore through using their senses. For example, babies have a wonderful time when they explore the texture of cornflakes with their hands, fingers and mouths. They are fascinated by the sounds they make as they move the cornflakes around in a tray.

- Children access an extensive range of high-quality resources. They particularly relish the times when they sit and look at books with the childminder. Children are exposed to an environment that is rich in print. In addition, when they first start at the setting, the childminder takes them to join the local library. Children develop a love of books and reading. This helps to equip them extremely well with the skills they need for future success.
- The childminder is highly skilled in supporting children's early communication and language skills. She gains the full attention of babies and allows them time to respond to the sound of her voice before responding back. Children are immersed in the rich range of vocabulary and language that the childminder uses. For example, the childminder talks to children about the movement of metal chains being 'fluid' and that metal spoons are 'cold' and 'shiny'. Reception-class teachers report that children who have attended this setting have an exceptionally high volume of vocabulary and are extremely well prepared for school.
- The childminder promotes children's healthy lifestyles to a high level. She provides home-made meals and nutritious snacks and teaches children about the importance of adopting a healthy diet. She provides vegetarian options and halal meat for children with special dietary requirements. Opportunities for children to pick apples and cherries from trees in the garden and plant and grow vegetables help to further enhance their knowledge.
- Partnerships with parents are outstanding. The childminder involves parents in children's learning from the start. She seeks extremely detailed information about children's learning and development. This enables the childminder to accurately assess what children know and can do from the outset. The childminder shares information with parents about how they can help to support children's learning at home.

Safeguarding

The arrangements for safeguarding are effective.

The childminder places the highest priority on safeguarding. She has a robust understanding of the signs and symptoms of abuse and neglect. The childminder speaks with great confidence about the referral procedures to follow should she have concerns about the safety or welfare of a child. She carries out thorough risk assessments and daily checks of all areas of her home and garden that are used by children. This helps to ensure children are safe and secure. The childminder consistently refreshes and updates her knowledge of safeguarding. This ensures that she is fully aware of any changes in guidance, legislation or practice.

Setting details

Unique reference number	503928
Local authority	Manchester
Inspection number	10129126
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	0 to 0
Total number of places	6
Number of children on roll	1
Date of previous inspection	14 December 2015

Information about this early years setting

The childminder registered in August 2001 and lives in the Longsight area of Manchester. She operates all year round from 7.30am to 6pm, Monday to Friday. The childminder provides funded early education for two-, three- and four-year-old children. She works with a co-childminder and holds an early years qualification at level 3.

Information about this inspection

Inspector

Julie Kelly

Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The childminder evaluated the quality of her teaching with the inspector.
- The inspector talked to children, the childminder and co-childminder at appropriate times during the inspection. She discussed with the childminder how she observes, assesses and plans for children's learning.
- The childminder explained to the inspector how the environment and resources are organised to help to promote children's learning.
- The inspector discussed with the childminder her process for self-evaluation.
- Relevant documentation, such as safeguarding policies and procedures and children's records, were seen by the inspector.
- The inspector checked evidence of the suitability of the childminder and other adults living in the premises.
- The childminder shared the views of parents with the inspector from written statements she obtained.

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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