

Childminder report

Inspection date: 7 January 2020

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

The provision is good

The learning environment is rich and stimulating. Children eagerly choose from interesting resources that are reflective of their own and other children's cultures. Children enthusiastically beat African drums. They study the texture of wooden artefacts that have been collected from around the world. This helps to develop their awareness of diversity.

The childminder and her assistants nurture and care for all children. They support children's confidence and independence. For example, the assistant demonstrates how to peel a tangerine. She then provides praise and reassurance without intervening. An older child imitates what she has seen and helps a younger child who is struggling to peel his fruit. Children learn by doing. The childminder promotes mathematics during daily routines. For example, she encourages discussions about size and shape as children count the pieces of fruit. However, some aspects of the curriculum, such as writing, are not as well thought out.

The childminder encourages the use of rich vocabulary. For example, she asks children to think of other ways to say the word 'big'. Older children respond with 'enormous' and 'gigantic', and younger children declare 'bigger'. Children behave well. Relationships are strong. Children feel safe and show they are secure. For instance, on arrival they separate from parents with ease and immediately join in with play.

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

- The childminder is an advocate for outdoor learning. Children benefit greatly from the outdoor classroom. They often play and learn in the fresh air. Children enjoy energetic and physical play. The childminder has an activity trolley with assorted outdoor equipment, including bats and balls. Children take these resources to the playground to use in their active games.
- Children are interested in songs and rhymes. They choose books and songs, using props from a bag, and sing loudly with enthusiasm. The childminder introduces new language by replacing words in familiar rhymes. She also shares song sheets and books in bags with parents. This helps them to support children's singing and reading at home.
- Frequent training and support provided by the childminder have helped the assistants to develop confidence. The childminder shares her expectations with her assistants and they work together with the aim of achieving the best quality care and education. Overall, this reflects well in the childminder's curriculum planning. The quality of education is good.
- Young children babble and repeat words and phrases. The childminder and her assistants sensitively reinforce the correct pronunciation. This helps children to

learn the correct language. Children are strong communicators who listen to instructions, understand and speak with confidence.

- The educational programme helps to prepare children for future learning and school. Children use thinking skills to estimate the weight of sea shells. They guess how many coloured cubes will weigh the same as the shells, and test out their predications using weighing scales.
- Children play well together. They make their own games and delight in hiding objects and themselves underneath materials such as scarves and ribbons. This prompts a game of hide and seek. Children bring their own knowledge into play and activities. One child holds a plug on a chain and imitates playing with a yo-yo, building on what they already know and can do.
- Activities help to support each child. For example, the assistant adapts a phonics activity to focus on initial letter sounds for younger children and extends to blending words for older children. However, the childminder does not always ensure that opportunities for writing are rich and plentiful. For example, writing tools are not always within reach and those that are provided do not always work.
- Children demonstrate positive attitudes towards healthy lifestyles. The childminder and her assistants promote handwashing and teeth brushing and provide a healthy diet. Parents comment on the meal plan and often ask the childminder for her recipes. Partnerships with parents are a key strength. Parents are fully involved and updated.
- The experienced childminder reflects on practice generally well to identify improvements, such as supporting her assistants to enhance their skills. The childminder is productive at managing the workload. For example, she keeps records that are manageable and provides time for reading and research.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistants understand child protection procedures. They know who to report concerns to in the event that a child's safety or welfare is compromised. The childminder displays detailed information of action to take if they are concerned about a child. This includes how to refer any concerns about the childminder or another colleague. The childminder's home, including the outdoor classroom, is safe and any risks are swiftly identified and minimised. The childminder and her assistants have undertaken recent safeguarding and first-aid training. This helps them to keep children safe. They are alert to some of the wider facets of safeguarding that may affect local children and families.

What does the setting need to do to improve?

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

- strengthen opportunities for children to write and make marks, further promoting their writing skills in readiness for learning at school
- focus the professional development of assistants even more precisely to raise their confidence and the quality of their teaching to the highest level.

Setting details

Unique reference number	EY372584
Local authority	Manchester
Inspection number	10118132
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 9
Total number of places	18
Number of children on roll	8
Date of previous inspection	11 July 2019

Information about this early years setting

The childminder registered in 2008 and lives in Manchester. She operates all year round from 6am to 7.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate early years qualification at level 7. She works with two assistants.

Information about this inspection

Inspector

Layla Davies

Inspection activities

- The quality of teaching was observed and the inspector assessed the impact this has on children's learning.
- The inspector viewed the premises and the intent of the curriculum was discussed.
- The childminder and the inspector evaluated an activity together.
- Parents' views were obtained.
- Children were spoken to and ongoing discussions were held with the childminder and her assistants.
- Relevant documentation was checked and discussed, such as policies and procedures. The inspector reviewed the childminder's self-evaluation and checked evidence of her suitability and that of all adults who live or work on the premises.

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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