

Childminder report

Inspection date: 22 January 2020

Overall effectiveness	Good
------------------------------	-------------

The quality of education	Good
--------------------------	-------------

Behaviour and attitudes	Good
-------------------------	-------------

Personal development	Good
----------------------	-------------

Leadership and management	Good
---------------------------	-------------

Overall effectiveness at previous inspection	Met
--	-----

What is it like to attend this early years setting?

The provision is good

Teaching is good and the childminder has high expectations for children. She follows children's interests and plans activities which she knows they will enjoy. For instance, children show an interest in dinosaurs. They excitedly create dinosaur prints in dough and develop their physical skills. They listen to stories about dinosaurs, extending their early literacy skills. Activities are exciting and help to ignite children's curiosity and thirst for learning. The children show an impressive can-do attitude towards their learning. They repeatedly turn jigsaw pieces around until they slot into place. Children think and solve problems with confidence. When faced with a challenge, children repeatedly try until they succeed, showing secure resilience and a positive attitude. This creates an excellent foundation for children's future learning.

The childminder uses effective strategies to help to build the children's sense of self-worth. Animated praise is provided in a variety of ways to celebrate children's achievements, such as clapping, thumbs up and cheering. Furthermore, positive comments such as, 'You are so clever,' help to reinforce good behaviour. Children are confident, self-assured and behave well. The childminder is friendly and kind. Children enjoy her company and often ask her to join in their games. To illustrate, children enjoy playing a balloon game with the childminder. They laugh as they anticipate the balloon coming towards them. Positive relationships shared with the childminder help to promote children's happiness, emotional security and enjoyment in her care. Children show they feel safe, secure and ready to learn.

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

- Partnerships with parents are good. The childminder communicates well with parents. She shares daily updates about children's experiences, routines and well-being. Information is also shared regularly about children's development, and parents are encouraged to continue to support learning at home.
- The childminder supports young children's language skills effectively. She makes good use of spontaneous discussions to help to expand children's speech. The childminder introduces new words to develop children's already good vocabulary. For instance, she talks about a 'cracked egg', using descriptive adjectives to develop children's speech. Children copy the childminder's words, showing that her interactions have a direct impact on their learning.
- The childminder is a good role model and her suggestions help to extend children's learning. For example, children are challenged to build 'long' and 'tall' statues with toy bricks. They develop their knowledge of size and measurement in practical and enjoyable ways. However, sometimes, the childminder misses opportunities to extend children's knowledge of numbers and counting beyond what they already know. For instance, when playing hide and seek, children

repeatedly hear numbers up to 10, but counting is not extended further.

- The childminder provides care for children from different backgrounds and a variety of ages. This is a diverse and inclusive setting, and children learn that everyone is different and equal. Furthermore, the childminder organises trips in the local community. Children have opportunities to meet new people when they are out. They learn how to socialise as they mix with new friends at play sessions delivered at the local Sure Start centre.
- Toys are well organised and children independently choose and select what they wish to play with. However, there are fewer opportunities for younger children to develop awe and wonder of the world around them. For example, the childminder provides less opportunities for young children to explore and investigate natural materials.
- The childminder has a good understanding of how children learn and the different areas of learning and development. This good knowledge leads to her providing a varied and interesting range of activities. An exciting curriculum is offered and children learn skills needed for the next stage in their development.
- The childminder completes accurate assessments of children in her care. Their identified next steps in learning are precise, and activities are well planned around what children need to learn next.
- Children become independent in their own self-care. They wash their hands and wipe their noses independently. Children take responsibility for their own hygiene and personal health.

Safeguarding

The arrangements for safeguarding are effective.

The childminder confidently describes the steps she would take if she has concerns about children's welfare and safety. She has good knowledge of safeguarding procedures and knows how to identify the signs that may indicate a child is at risk from harm. She has completed training on wider safeguarding topics and her knowledge about child protection is good. The childminder offers a safe environment for children to play in. Her risk assessment procedures are successful and help her to identify and minimise potential hazards for children. For instance, the childminder assesses the safety of all equipment, such as the trampoline in the garden. Children remain safe in the childminder's care.

What does the setting need to do to improve?

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

- extend children's good counting skills and make the most of opportunities for children to hear and learn higher numbers when opportunities arise
- extend opportunities for young children to explore, investigate and develop their imagination further through nature and natural materials.

Setting details

Unique reference number	EY431057
Local authority	Manchester
Inspection number	10132542
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	2 to 12
Total number of places	12
Number of children on roll	13
Date of previous inspection	30 January 2015

Information about this early years setting

The childminder registered in 2011 and lives in Manchester. She operates all year round, from 8am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder works with her husband, who is her assistant. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Michelle Jacques

Inspection activities

- The childminder showed the inspector around all areas of her registered property. The inspector viewed both indoor and outdoor environments. The inspector observed the organisation of the toys and equipment and the safety measures in place in the home.
- The inspector observed the interactions between the childminder and children during the inspection.
- The childminder explained how she plans her curriculum and the impact activities have on children's development. The inspector observed teaching and reviewed children's learning records. A range of other documentation was also reviewed, including the suitability checks for all adults living at the premises and working with children.
- The inspector spoke with children during the inspection.
- The inspector viewed written comments from parents and took account of their comments.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2020