

Childminder report

Inspection date:

23 January 2020

Overall effectiveness

Requires improvement

The quality of education

Good

Behaviour and attitudes

Good

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Met

What is it like to attend this early years setting?

The provision requires improvement

The childminder is a qualified forest school leader. Learning outdoors is a key aspect of this setting. Children enjoy fresh air and exercise to help extend their physical skills. They visit woods and forests almost daily and explore nature in a free and invigorating way. For example, children forage for berries and food in the woods. They learn where their food comes from and develop a positive attitude to healthy eating. The childminder has a particular interest in nutrition and teaches children to respect and value food.

Children show enthusiasm in their learning and enjoy taking part and joining in. For example, they jump up and down and eagerly anticipate listening to their favourite story. Young children show a love for books. They repeat familiar phrases and listen intently when stories are read out loud. Children are curious, excited and engaged in their learning. They learn in practical ways about their emotions and how they feel. Emotion cards show images of 'serious faces' and 'silly faces'. Children learn what is expected of them and they begin to understand how to regulate their feelings and emotions. The childminder promotes positive behaviour well. When children wish to play with the same toys, the childminder immediately intervenes and provides more equipment to prevent children's frustrations. She uses effective distraction techniques and praise to help to promote children's good behaviour. This is a happy and stimulating setting. The childminder has high expectations for children and learning and progress is well supported. However, children who are curious to write independently are not always supported. Some minor lapses in the childminder's risk assessment procedures do not fully promote children's health and well-being.

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

- The childminder checks her home daily and has a number of risk assessment systems in place. She is aware of what presents a potential hazard to children and knows how to minimise any risks. However, checks are not implemented with sufficient rigour or revisited frequently to respond to changes in the environment as these occur. This does not fully promote children's health and well-being. For instance, a container holding rain water and animal mess are present in the garden where children play. These items have not been removed quickly after recent rain and animal fouling. Despite this, the childminder supervises children continually and talks to them about how to keep themselves safe. Children are not at risk from harm and their safety is not significantly compromised.
- The childminder provides a stimulating and well-resourced environment. Children remain continually busy and occupied, and their all-round learning is well supported. However, the organisation of the environment does not always

promote children's independent learning. For example, writing materials are not effectively organised to help to promote children's independent and spontaneous writing.

- The childminder provides an exciting range of activities. For example, children develop their mathematical and physical skills as they are challenged to find hidden numbers in dried lentils. They gasp with awe as they rummage and locate numbers. Children have fun as they learn and are curious. Exciting activities help to foster children's positive attitude to their learning.
- The childminder observes children and knows what they can do and where they require additional support and assistance. She carefully plans games which are interesting and age-appropriate. Every activity has targeted learning objectives to help children to achieve their next steps in learning.
- Teaching to support children's language development is good. The childminder uses descriptive language and introduces new words, such as 'dig', 'feel', 'hidden' and 'squish', to help to extend children's vocabulary. She asks lovely open questions, such as, 'What does it feel like?'. Children respond to these questions. They contribute to discussion and develop good conversational skills. All children, including young ones, develop good language and communication skills.
- The childminder attends regular network meetings delivered by the local authority. She has also established good relationships with other registered childminders. She discusses good practice and shares ideas with these professionals. The childminder shows a good attitude to her professional development and shows capacity to improve and develop her practice.
- Parents comment positively about the service they receive. They refer to the childminder's friendly and flexible approach as a strength of her practice.
- The childminder is musical and she uses this skill to enhance children's learning experiences. Children play with a digital piano and learn about technology in meaningful and practical ways. They press buttons and make sounds. Children learn that their actions have subsequent reactions and develop their problem-solving and critical-thinking skills. Learning is hands-on and fun.

Safeguarding

The arrangements for safeguarding are effective.

Children are safe and secure in the childminder's care. She understands how to recognise and respond appropriately to safeguarding signs and symptoms. She has established sound relationships with families. This helps her to quickly identify any changes in family circumstances that may suggest a child is at risk from harm. Systems for fire safety are good. The fire brigade has visited the property and fitted suitable smoke detectors and carbon monoxide equipment to help to promote safety.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage and

Childcare Register the provider must:

| | Due date |
|--|------------|
| implement risk assessment procedures with more rigour and respond swiftly to changes in the environment as these occur. Ensure all reasonable steps are taken to manage risks effectively. | 20/02/2020 |

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

- extend opportunities for children to direct their own learning and play independently, with particular reference to improving opportunities for children to write spontaneously.

Setting details

| | |
|------------------------------------|---|
| Unique reference number | EY412958 |
| Local authority | Manchester |
| Inspection number | 10132538 |
| Type of provision | Childminder |
| Registers | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| Day care type | Childminder |
| Age range of children | 1 to 3 |
| Total number of places | 6 |
| Number of children on roll | 3 |
| Date of previous inspection | 25 February 2016 |

Information about this early years setting

The childminder registered in 2010 and lives in Manchester. She operates all year round, from 8.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3.

Information about this inspection

Inspector

Michelle Jacques

Inspection activities

- The childminder showed the inspector around all areas of the registered property. The inspector viewed the safety measures in place and organisation of the environment and equipment.
- The inspector sampled documentation used by the childminder, including available risk assessment documentation and suitability checks for all adults living in the registered property.
- The inspector spoke with children and parents during the inspection and considered their views and comments.
- Activities and teaching were observed by the inspector and the impact this has on children's learning was assessed.

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