

Childminder report

Inspection date: 22 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	Good
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What is it like to attend this early years setting?

The provision is good

The childminder completes daily assessments of her home to make sure it is safe and welcoming. Children access an inviting playroom, which has a range of good resources for all ages. This helps children to be enthusiastic and inquisitive learners. The childminder is skilled at providing engaging learning opportunities that enhance children's creative ideas and imagination. For example, when making model dinosaurs with dough, they demonstrate a good understanding of mathematical skills. They discuss shapes, count out the pieces of dough and compare various sizes needed for the body parts of their creation. All children develop good language and communication skills. The childminder skilfully encourages children to discuss the differences in their teeth and a dinosaur's teeth.

Children build strong bonds with the childminder and they are happy and settled. The childminder has a clear and ambitious vision for providing good-quality care. She regularly seeks the views of the parents to ensure partnerships with them are good. Parents praise the childminder for her dedication and commitment. They comment that the childminder keeps them informed about their child's routines, and that they 'cannot fault her care and attention'. Parents also comment that their children 'love to attend' and 'have made great progress'. Children have lots of opportunities to have physical exercise and learn about the wider world. They go for walks to the local parks and visit soft-play centres. Furthermore, they travel on buses and trains when they visit places of interest, such as the museum. These experiences also support children's developing social skills.

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

- Children gain an understanding about being healthy. The childminder talks to them about healthy choices of foods, such as fruit as an alternative to sweets. The childminder also talks to the children about the value of exercise, such as walking and running around in the local parks.
- The childminder helps children to gain an understanding of their surroundings and the wider world. She provides them with opportunities to visit the local shops, learn about festivals from a variety of different faiths and about their local community. The childminder teaches children that anyone, regardless of their gender, can choose any job role in life. For example, she explains to children that they can aspire to be a firefighter or police officer.
- The childminder has high expectations for all children in her care. She understands how children learn and uses this alongside their individual interests to plan effectively and motivate their learning. Children demonstrate their mathematical understanding. For example, they compare the size of toy dinosaurs and talk about how they have long necks and short legs. They show creativity when choosing various colours of dough to create the dinosaur's head,

body and tail.

- Children demonstrate that prior learning is embedded. They show great confidence with numbers, colours, shapes and the names of different types of dinosaurs. Children enjoy learning how to count using number lines. They practise their writing skills as they follow the shapes of letters and numbers printed onto laminated cards. Children relish building and show a good awareness of space and sizes. They resolve problems and think for themselves. For example, when building a tower, the childminder helps children realise how they can make the structure stronger, so it does not fall easily.
- The childminder helps children understand how to behave well, respect each other and be kind to their friends. They learn about using kind words and sharing. The childminder also recognises that restricting the use of dummies can provide greater opportunities for children to practise their early communication skills. The childminder uses distraction strategies to help children to become less reliant on comforters such as dummies. For example, dummies are restricted to rest times as agreed with parents.
- Children gain the independence and self-help skills they need to be ready for later learning and school. The childminder helps them manage their own personal hygiene and shows them how to be able to fasten zips and buttons.
- The childminder has a great enthusiasm for her setting and often evaluates what is working well. However, she has not fully considered her ongoing professional development and the value this could bring in terms of enhancing her teaching.

Safeguarding

The arrangements for safeguarding are effective.

The childminder attends training to keep her safeguarding knowledge up to date. She has a secure understanding of what signs may indicate a child is at risk of harm. She is also aware of the procedures to implement should she have concerns about a child's welfare or well-being. The childminder is also well informed about broader safeguarding issues, for example, the 'Prevent' duty. She is aware that changes in a child's behaviour or poor attendance may be an indication that there is a cause for concern.

What does the setting need to do to improve?

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

- strengthen arrangements for continued professional development and use this to enhance the educational programmes and raise the quality of teaching to the highest levels.

Setting details

Unique reference number	EY300372
Local authority	Manchester
Inspection number	10064761
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	2 to 8
Total number of places	6
Number of children on roll	2
Date of previous inspection	9 July 2015

Information about this early years setting

The childminder was registered in 2005 and lives in the Gorton area of Manchester. She operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays.

Information about this inspection

Inspector

Alison Tranby

Inspection activities

- The childminder and the inspector completed a learning walk of the childminder's home and discussed the intended learning opportunities available for children on the day of the inspection.
- The inspector held discussions with the children and the childminder at convenient times during the inspection.
- The childminder took part in a joint observation of an activity with the inspector.
- A meeting about how the childminder manages and leads her provision was held between the inspector and the childminder. The inspector also checked evidence of the suitability of household members and reviewed relevant documents.
- Consideration was given to parents' written statements and comments.
- The inspector observed activities, the quality of the childminder's teaching practice and the impact this has on children's learning.

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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