

Childminder report

Inspection date: 14 February 2020

Overall effectiveness	Outstanding
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The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Overall effectiveness at previous inspection	Outstanding

What is it like to attend this early years setting?

The provision is outstanding

The quality of the learning environment is superb. The childminder provides a breathtaking quantity of interesting, high-quality toys and resources. The dedicated classroom offers children rich learning opportunities across all areas of development. They explore with deep enthusiasm and excitement. Children experience first-rate teaching. Topics successfully offer them a wealth of learning opportunities, connected to a specific theme. For example, children buy sunflower seeds, plant and tend to seedlings and measure the growing plants. A wealth of learning is incorporated into this theme. Children interact with people in the community and extend their knowledge of the wider world. They develop their physical coordination and build their already splendid mathematical knowledge. Excellent teaching strategies help children to make remarkable progress in their development.

When faced with a challenge, children respond very well. They show uncompromising resilience. For example, children succeed at a difficult task to pick up petals with tweezers. This requires focused concentration and meticulous fine motor skills. Children make mistakes and, despite this, they continue to repeatedly try. They show a first-rate can-do attitude and this contributes to their fabulous progress. Children play in harmony with each other. They enjoy lovely friendships, share their toys and enjoy one another's company. Children are sociable and companionship contributes to their emotional security and enjoyment in the setting. Children's personal conduct is excellent. They are compassionate for others, care for their toys and environment and effortlessly cooperate. Children are safe, happy and well stimulated in this outstanding setting.

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

- The childminder is exceptionally dedicated to her professional development and endless training. She uses her excellent knowledge and ever-improving skills to impact on her practice. The childminder shows uncompromising passion for her setting and, in turn, strives for excellence at every opportunity.
- The childminder trains other registered providers and shares her outstanding skills within the local authority. To illustrate, she has written training material entitled 'narrowing the gap'. She shares her experience of helping children from disadvantaged backgrounds and those with special educational needs and/or disabilities. The childminder is an excellent role model.
- The curriculum is meticulously planned with a clear focus and intent to meet children's unique learning needs. The childminder has an exceptional knowledge of how young children learn. Coupled with her extensive understanding of their interests and abilities, children are very well supported in their learning.
- All children, including the very youngest, make excellent progress. This is

because they enjoy a broad and challenging range of activities, targeted to their individual learning needs.

- The childminder adapts her teaching at pace to meet children's changing interests. She is a highly responsive and effective teacher.
- Learning is made fun and children show high levels of motivation. The childminder has extremely high expectations for all children. Activities provide increasing challenge and difficulty to build on existing skills. For example, children listen with awe and wonder as they learn about bees pollinating flowers. They contribute to discussions about how flowers grow and learn impressively complex information in an age-appropriate way.
- Children are awarded fantastic opportunities to take safe and well-supervised risks in their play. This contributes to their immense confidence and self-esteem. For example, children learn to build fires and cook on open flames during forest school lessons. They are independent and responsible.
- Children's health and well-being are given utmost priority. They brush their teeth each day, contributing to their excellent oral hygiene. Children are encouraged to eat all their home-made meals and develop a securely positive attitude to healthy eating.
- Imaginative activities help to support children's excellent literacy and language skills. Children eagerly anticipate listening to their favourite story. Story sacks containing props and oversized books successfully enthuse children. They recite familiar stories, answer questions about characters and illustrations, and thoroughly enjoy listening to books read out loud. The childminder uses highly effective questioning to further extend children's language and thinking skills.
- This is an exceptionally inclusive setting. All children are celebrated for their uniqueness and individuality. They flourish in their emotional security, reassured that their special qualities are important and valued.
- Partnerships with parents are very well established. They are kept fully up to date about their children's development and routines. Children enjoy seamless care and learning.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is confident in all areas of safeguarding. She has previously been employed as a safeguarding officer and has extensive experience of protecting children from harm. She knows how to identify and report child protection concerns and takes her responsibilities in this area very seriously. The childminder adopts a rigorous approach to risk assessments. All areas of her home are thoroughly reviewed for safety. Measures are in place to minimise any potential hazards to children.

Setting details

Unique reference number	EY443244
Local authority	Manchester
Inspection number	10129119
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	0 to 6
Total number of places	6
Number of children on roll	5
Date of previous inspection	21 July 2015

Information about this early years setting

The childminder registered in 2012 and lives in Manchester. She operates all year round, from 7am to 6pm, Monday to Friday. The childminder holds an appropriate early years qualification at level 3.

Information about this inspection

Inspector

Michelle Jacques

Inspection activities

- The inspector observed teaching and activities both indoors and outside. She evaluated the impact this has on children's progress.
- The childminder showed the inspector around all areas of her home. The inspector considered the organisation of the equipment and safety measures in place.
- Detailed discussions took place between the childminder and the inspector about various aspects of the childminder's practice. The inspector asked the childminder about how she designs her curriculum to support children's development.
- The inspector sampled documentation used by the childminder, including suitability checks for all adults living in the registered property.
- The inspector spoke with children during the inspection. She read written comments from parents and considered their views and opinions.

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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