

# Childminder report

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Inspection date: 11 March 2020

<b>Overall effectiveness</b>	<b>Requires improvement</b>
The quality of education	<b>Requires improvement</b>
Behaviour and attitudes	<b>Requires improvement</b>
Personal development	<b>Requires improvement</b>
Leadership and management	<b>Requires improvement</b>
Overall effectiveness at previous inspection	Met

## **What is it like to attend this early years setting?**

### **The provision requires improvement**

Children are new to the setting, but they have settled well. They are beginning to form positive relationships with the childminder. Their behaviour shows that they feel content and safe in her care. Children know where to find toys they want to play with. They enjoy sharing books and singing songs, which helps to promote their language skills. Children with special educational needs and/or disabilities (SEND) have some opportunities to explore using their senses. Children are starting to engage in some activities in the local community. They enjoy trips to the park and occasional visits to the local play centre. Here, they can interact with other children and develop their physical skills.

The childminder enjoys her role, but she is still developing some aspects of her practice. Therefore, the quality of provision is not consistently good. Activities are not planned well enough to support children's individual learning needs, particularly children with SEND. Hygiene routines are inconsistent. The childminder knows she can do more to develop her knowledge and skills. That said, she is starting to use support from the local authority and feedback from parents to help her to make improvements.

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

- The childminder does not plan activities well enough to support children's learning needs. Outdoor learning experiences are limited and very few adult-led activities are planned to boost children's learning. This does not help children to develop their knowledge and skills and make good progress across the seven areas of learning.
- Systems to support children with SEND are in the early stages. The childminder is beginning to work with parents and other professionals involved in children's care. She is starting to gather valuable information to help her to care for children and meet their individual needs.
- The childminder interacts warmly with children. She helps them to name objects and identify colours as they play. She provides commentary to support children's understanding and repeats words for them to copy. This helps to promote children's communication and language skills.
- The childminder helps children to count, for example as they climb the stairs to use the bathroom. She tries to motivate children to explore the sand tray, for instance by burying objects for them to find. Children with SEND show delight when they play with bubbles. They enjoy the sensation of the bubbles landing on their face.
- Children take part in some active play in the garden, where they practise throwing and kicking the ball. They bring a packed lunch from home and the childminder offers snacks and drinks.

- Nappy changing procedures are hygienic. The childminder provides hand sanitiser for parents and visitors to use. However, she does not consistently teach children to follow good hygiene routines, such as washing hands before eating food. This does not help children to adopt good habits to keep themselves healthy.
- The childminder is beginning to develop appropriate ways to manage children's behaviour. She is starting to introduce rules and expectations, such as encouraging children to be nice to one another and say kind words.
- Children learn to be polite and they develop their understanding of turn taking. They listen to the childminder and happily follow routines. One example of this is when the childminder sings a song to encourage children to help her tidy up.
- The childminder takes some steps to keep herself informed, for example by reading updates and attending local authority quality forums when she can. However, she does not focus on identifying ways to develop her knowledge and skills, to further improve her educational provision.
- Feedback from parents shows that they are generally happy with children's care. They speak positively about the childminder and report that children have settled well. However, parents say they would like to see more age-appropriate resources and activities provided.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder attends safeguarding training to help her to understand her role in keeping children safe from harm. She knows how to identify children who may be at risk of abuse. Local safeguarding procedures are on display, to remind the childminder of the action to take when reporting concerns about children's welfare. The childminder supervises children well and uses safety gates to minimise risks to children's safety. She teaches children about road safety and provides high-visibility vests for them to wear on outings.

## What does the setting need to do to improve?

**To meet the requirements of the early years foundation stage, the provider must:**

	<b>Due date</b>
use children's interests and stage of development to plan a well-balanced programme of activities that match children's individual needs and promote all areas of learning.	25/03/2020

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

- target training and professional developing opportunities to strengthen knowledge and the teaching of the curriculum, so that all children make good progress
- build on the arrangements for supporting children with SEND, to promote their individual needs and help them achieve their full potential
- implement hygiene procedures more consistently to promote children's good health.

## Setting details

<b>Unique reference number</b>	EY470077
<b>Local authority</b>	Manchester
<b>Inspection number</b>	10132562
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children at time of inspection</b>	1 to 6
<b>Total number of places</b>	6
<b>Number of children on roll</b>	7
<b>Date of previous inspection</b>	1 March 2016

## Information about this early years setting

The childminder registered in 2013 and lives in the Beswick area of Manchester. She operates all year round from 7.30am to 7pm, Monday to Friday, except for bank holidays and family holidays.

## Information about this inspection

### Inspector

Jan Linsdell

### Inspection activities

- The inspector talked to the childminder about how she organises her setting and how she plans and delivers the curriculum.
- A joint evaluation of an activity was carried out by the inspector and the childminder.
- Discussions were held with the childminder, children and some parents at appropriate times during the inspection.
- The childminder shared written feedback from parents, which the inspector reviewed.
- The inspector looked at a sample of documents, including evidence of the childminder's first-aid training and the suitability of household members.

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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