

Childminder report

Inspection date: 23 November 2021

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

What is it like to attend this early years setting?

The provision is good

Children are happy and safe in the care of this well-organised childminder. They develop a really warm relationship with her and each other. The children are very well behaved and follow the childminder's clear routines and simple rules. For example, they clear toys away before starting a new activity. Children cooperate and take turns from a very young age. Slightly older children help their younger friends to play and complete their favourite activities.

The children spend a lot of time playing and learning outside in the inviting garden. They also go on numerous visits to local places of interest, where they can develop their knowledge of the natural world. For example, they discuss the changing colours of the leaves in autumn. When they return home, they develop their creative skills with the items they have collected on the walks.

Parents are not able to come into the childminder's home because of the COVID-19 restrictions. Children are generally greeted at the front door by the childminder and they happily come in to join their friends. The childminder provides parents with information on what their children are doing through discussions. She also shares photographs, videos and assessments with parents to keep them well informed.

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

- Following the previous inspection, the childminder has used a wide range of training and information from professional organisations to develop her knowledge. This has supported her to plan and implement a broad curriculum for all the early years children she cares for. Training about the early years curriculum for mathematics has boosted the childminder's confidence to introduce mathematical concepts into children's everyday play.
- The childminder carefully assesses children's abilities. She uses these assessments to plan the individual curriculum and activities which will support the next steps in their learning over the coming weeks. This information is shared with parents so they can extend children's learning at home. The childminder also lends resources to parents, such as story sacks, to further support the children's development of a love of reading.
- The childminder works with several assistants on an occasional basis. Due to the more limited use of her assistants during the COVID-19 pandemic, she currently does not provide supervision and coaching to build their skills.
- Children with speech and language difficulties are very well supported. The childminder works with other professionals and parents to provide tailored support which develops children's confidence to communicate. The childminder speaks in clear, short, repeated phrases. She builds on what children can already say and provides opportunities for them to repeat new words and phrases.

When children find speaking difficult, she helps them to make themselves understood through gestures and body language.

- Parents are very happy with the provision. They comment on how the childminder supports the whole family through difficult times or when their children have special educational needs and/or disabilities. One parent described the childminder as 'very inclusive, kind, caring and just an all-round lovely person'. Parents feel that their children have grown and flourished in the care of the childminder and her assistants.
- Children are starting to do some things for themselves. For example, they learn to feed themselves at mealtimes and select their own books from the low-level bookshelves. However, there are times when the childminder does things for the children without allowing them to try first, for example cleaning and drying their hands. Also, she does not intervene when children share wind instruments, to explain why this is not a hygienic thing to do.
- The atmosphere is purposeful and calm. The childminder selects activities which interest children and help to promote the next steps in their development. Young children concentrate on activities for considerable periods. They persevere as they use small paintbrushes and paints to represent the autumn colours. This is one way the childminder supports the development of children's coordination and overcomes their hesitancy about 'messy' activities.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has undertaken safeguarding training. She clearly understands what would constitute a safeguarding concern and where she should report any concerns. The childminder ensures that suitability checks are undertaken by Ofsted for anyone over the age of 16 years who lives or works on the premises. She ensures that the house and garden are secure and that any risks have been minimised. This includes measures to minimise any potential risk from the pet dog and bearded dragon. The childminder and her assistants have appropriate first-aid training, and the childminder has suitable first-aid equipment to attend to any emergencies.

What does the setting need to do to improve?

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

- increase opportunities to help children learn how to manage their own personal needs and to keep themselves and others healthy
- reinstate the supervision and support system for the assistants.

Setting details

Unique reference number	EY310335
Local authority	Manchester
Inspection number	10147546
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children at time of inspection	0 to 10
Total number of places	12
Number of children on roll	15
Date of previous inspection	19 February 2020

Information about this early years setting

The childminder registered in 2005. She lives in Wythenshawe, Manchester. The childminder operates Monday to Friday, from 7am until 6pm, all year round, except for bank holidays and family holidays. She sometimes works with an assistant. The childminder receives funding for free early years education for two-, three- and four-year-old children. She holds an appropriate qualification at level 3.

Information about this inspection

Inspector

Sarah Rhodes

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The childminder showed the inspector the areas of the house which are used for childminding. She discussed how the curriculum is planned and implemented.
- The quality of teaching during activities and routines was observed by the inspector, who assessed the impact this has on children's learning.
- The inspector discussed the impact of an activity with the childminder.
- The inspector had discussions with the childminder and spoke to the children. She looked at relevant documentation, such as the register and documents which establish the suitability of the assistants.
- Parents and guardians shared their views on the setting through written testimonials. These were read by the inspector, who took account of all their views.

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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