

Childminder report

Inspection date: 25 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 positive and motivated learners. They actively hunt for treasure in the garden and delight when they find a silver coin. The childminder has high expectations for children. She provides a bright and stimulating learning environment. Children are amazed to find water in the tray has frozen into a sheet of ice. Children's communication skills are excellent. Young children use descriptive language to describe features of the ice, such as 'cold' and 'not warm'. They learn new language rapidly, such as 'melting' and 'frozen'. Children make marks on the ice using the tips of their fingers. They enthusiastically talk to visitors about their play and investigation. Children are safe, happy and content.

Children show they are developing resilience, concentration and determination. They beam with pride as they successfully pick up small pasta pieces with tweezers, developing their finger muscles. The childminder carefully adapts activities to ensure all children can participate. Younger children are able to use larger pinchers to pick up their pasta shapes.

As a result of COVID-19, some routines have been altered. However, children have taken the changes to routines well and have benefited from many of these. For example, the childminder places even more emphasis on promoting health and hygiene. Children cover their mouths when they cough and older girls know to cough into their arm. Children and the childminder sing lively songs. They repeat the song again to ensure they have spent long enough washing their hands, even the youngest children place paper towels in the bin without prompting. They are clear in the consistent hygiene practices.

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

- Children receive an exciting and interesting curriculum. Overall, the curriculum is planned well to give children new experiences and to help them to make good progress. Children show a keen interest in books and reading. They are beginning to recognise that print carries meaning. Children eagerly join in with repeated phrases. Younger boys anticipate what will happen next in lift-the-flap books. Older children feign surprise when a familiar character is revealed.
- Snack time is a rich, social occasion. Children independently peel fruit, use excellent table manners and assertively tell the childminder what they had for breakfast at home. The childminder listens to them intently, offering cues to help them to extend the conversation. Children show high levels of self-esteem, secure in the knowledge that their contributions to discussions are valued.
- The childminder knows what she wants children to achieve. However, she does always take account of their prior knowledge, particularly when promoting mathematical awareness. For example, she asks children to recognise numerals

when they are not quite ready for this stage of learning. Younger children are encouraged to continue counting when they are not sure which number comes next. Nonetheless, older children count in sequence and match colours. Children repeat some mathematical language, such as 'heavy' and 'smaller', when comparing the size of slate and stones outdoors.

- Parents are fully involved in children's learning. The childminder shares a quarterly review of children's progress. This includes a detailed account to show parents how children are developing. The childminder also provides a daily update at the door. This helps to inform parents about children's individual interests, daily activities and any required care information. Parents praise the childminder. They say that she helps children to make excellent progress and that children are excited to attend.
- The childminder takes children to a local playgroup. She uses these opportunities to introduce children to people, particularly those who may be different to themselves. The childminder teaches children about different festivals and special events. Children recently celebrated Diwali by making Rangoli pictures. Children are helped to develop awareness of the diverse community in which they live.
- Self-evaluation includes the views of parents. The local authority adviser also provides support and guidance. The childminder has reflected on the quality of her provision since the last inspection. She has made very positive changes. She keeps herself updated and informed by accessing online training. She completes website searches to seek out new information. Due to COVID-19, the childminder had to modify some aspects of her practice. This included looking at other ways for children to keep their teeth clean. Recent training on oral health has provided her with new ways to promote children's dental hygiene.
- Overall, children follow the childminder's expectations for positive behaviour. The childminder uses some good methods, such as a sand timer, to encourage waiting for short periods. However, very occasionally, children are reluctant to share or take turns with others. When this happens, the childminder does not always make sure that children know why rules are in place or explain why some behaviour is unacceptable. That said, children establish good friendships, know the routines and help to tidy-up toys when they have finished playing with them.

Safeguarding

The arrangements for safeguarding are effective.

The childminder keeps children safe. The front door is locked and safety gates prevent access to unsupervised areas. The childminder knows the steps to take if she is worried about a child. The childminder is confident in the procedure to follow in the event of an allegation. The childminder completes regular child protection training. This helps her to be able to recognise different forms of child abuse and the signs to be alert to. The childminder has risk assessed the impact of her pets to help to protect children. The dogs do not enter the children's play room. The childminder adopts procedures to keep her home clean. Shoes are taken off at the door before entering the premises and hand sanitiser is available in the entrance

area.

What does the setting need to do to improve?

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

- focus more precisely on giving children the knowledge they need to be ready for what comes next, particularly in relation to their mathematical understanding
- give consistent messages regarding the expectations for behaviour and help children to start to understand the consequences of their actions.

Setting details

Unique reference number	EY413654
Local authority	Manchester
Inspection number	10132250
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	1 to 3
Total number of places	6
Number of children on roll	5
Date of previous inspection	12 November 2019

Information about this early years setting

The childminder registered in 2010 and lives in Manchester. She operates all year round from 8am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a relevant early years qualification at level 3.

Information about this inspection

Inspector

Layla Davies

Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in their evaluation of the setting.
- The quality of education was observed indoors and outdoors and the inspector assessed the impact this has on children's learning.
- The inspector viewed the premises and the intent of the curriculum was discussed.
- The childminder and the inspector evaluated an activity together.
- Children were spoken to.
- Relevant documentation was checked and discussed, such as policies and procedures. The inspector reviewed the childminder's self-evaluation and checked evidence of her suitability and the suitability of household members.
- The childminder and inspector held ongoing discussions throughout the inspection.
- The inspector gathered written feedback from parents.

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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