

Childminder report

Inspection date:

16 March 2022

Overall effectiveness	Outstanding
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 childminder has the highest expectations of what every child can achieve. She supports children with warm praise, encouragement and plentiful opportunities to grow. Children delight in their achievements and share the childminder's enthusiasm for building the self-esteem of their peers through praise and encouragement. They are able to develop valuable skills through play, such as problem-solving and keeping themselves safe. Children understand non-verbal communication and acknowledge their peers' emotions and feelings. They eagerly explore and investigate their surroundings and activities. The childminder makes well-placed comments to ignite children's interests further. For example, she wonders out loud what seeds would look like under a magnifying glass. Children quickly investigate and enter into discussions about size, texture and colours. The childminder helps children to make excellent progress in their learning.

The childminder chooses to follow the principles of a forest school approach so children are cared for and receive their early years education, predominately outdoors. Children flourish in their outdoor learning environment, where they develop an extraordinary deep understanding of nature. For instance, they find pleasure when insects and animals enter into their play environment and spend time exploring and discussing them. Children have access to a well-maintained and well-resourced garden house should they wish to use it. The childminder offers children the tools and resources to explore, investigate and research the world around them. This supports their natural curiosity and enhances their experiences through a variety of materials. Children utilise all areas of their outdoor facility, chasing each other through bushes, playing on tyre swings and making full use of their playhouse, which build on their strong physical skills and personal development. Children embrace all aspects of their learning.

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

- The capable and experienced childminder gives children vast opportunities for play and development within the environment. She uses her observations of children and their previous learning to plan and create exciting and engaging activities. The childminder is acutely aware of what children can do and is able to identify ways to support them quickly and skilfully. Children's progress is rapidly moving forward, and they display a thirst for learning.
- Children display exceptionally good behaviour. They take turns, wait for each other to stop speaking before answering, and discuss disagreements to find a solution to their problems. Children are aware of each other's needs and how to support each other. They are kind and considerate, and positive in their outlook. This is a direct reflection of the positive influence of the childminder and her calm and understanding nature. Children are able to manage their own

disagreements and negotiate ways to move forward.

- Parents are extremely happy with the care the childminder provides for their children. They comment on the magnificent range of activities she provides and the high-quality opportunities she gives them. Parents and carers are fully involved in their children's learning and experiences. Regular communication ensures that positive working partnerships are maintained and details of learning are shared. This helps the childminder and parents to continue to offer high-quality learning experiences to children.
- The childminder places a strong emphasis on children's learning from first-hand experiences and encourages them to do things for themselves. She supports children to develop their literacy skills as they learn to write shopping lists and helps to develop their mathematical knowledge by teaching them how to pay for items in the shop. The childminder builds on these activities through careful planning to encourage ongoing learning.
- The childminder supports children's ongoing communication and language development effortlessly. She utilises their play and communication to develop pronunciation and learn new words. For example, they read books together that children have selected from the local library, and animatedly discuss each page, extending their vocabulary through new words and phrases. The childminder communicates with other professionals, such as speech and language therapists when required, and uses information or training to support children in their communication needs further.
- The ambitious childminder regularly reflects and evaluates on her provision to ensure the highest standards are met and first-class opportunities are offered to children in her care. She places priority on developing her provision and researching ways to promote learning even more. For instance, the childminder identifies activities and resources that are meaningful and challenging to children's learning and interests.

Safeguarding

The arrangements for safeguarding are effective.

The childminder places a high priority on children's safety. She is confident about when and how to share any concerns she has about children in her care. The childminder keeps her knowledge and understanding fresh and up to date by attending regular training sessions and researching current early years issues. She uses this knowledge to support children in protecting themselves and managing their own risks. Children are given ample opportunities to explore risks and dangers in a well-managed and secure environment, overseen by an expert childminder. Comprehensive risk assessments ensure all steps are taken to minimise any harm to children.

Setting details

Unique reference number	EY429323
Local authority	Manchester
Inspection number	10129108
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	2 to 6
Total number of places	6
Number of children on roll	5
Date of previous inspection	9 June 2016

Information about this early years setting

The childminder registered in 2011 and lives in Whalley Range. She operates during term time from 8.30am to 5pm Monday to Thursday. Occasional holiday provision is arranged by prior agreement. The childminder holds an appropriate early years qualification and offers provision for funded two-, three- and four-year-olds.

Information about this inspection

Inspector

Shelley O'Brien

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 it into account in her evaluation.
- The childminder and the inspector completed a learning walk together to discuss the learning environment and how the curriculum is organised.
- The inspector spoke to children and the childminder at appropriate times throughout the inspection.
- The inspector observed the childminder's interactions with children during the inspection.
- The inspector read written feedback from parents and took account of their views.
- The childminder provided the inspector with a sample of key documentation on request.

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

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Textphone: 0161 618 8524
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