

Childminder report

Inspection date: 17 June 2022

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| Overall effectiveness | Good |
| The quality of education | Good |
| Behaviour and attitudes | Good |
| Personal development | Good |
| Leadership and management | Good |
| Overall effectiveness at previous inspection | Not applicable |

What is it like to attend this early years setting?

The provision is good

The childminder has high expectations for children in this setting. Consequently, children behave well and show care and consideration towards their friends. Children understand and follow the setting rules. At times, some children struggle to negotiate with others and take turns. However, the childminder skilfully and sensitively intervenes when required. This supports children to understand the importance of sharing with their friends. Therefore, conflicts are resolved promptly and children are starting to learn how their behaviour has an impact on others.

Generally, children arrive at the childminder's happy and ready to learn. On occasion, some children are a little upset. The childminder provides lots of comfort and reassurance to children. Therefore, children settle quickly and play with the resources that have been carefully selected for them. The childminder supports children to identify and express their feelings. Children, including those who are very new to the setting, move around the environment with ease and confidence. This shows that they feel safe with the childminder. Children enjoy the variety of different experiences that the childminder plans for them. They enjoy digging and making castles with the sand outside. Children are delighted to pick the strawberries that they have grown in the childminder's garden. Children in this setting are ready for their next stage in learning.

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

- The childminder has a clear idea of what she wants children to learn next, to build on what they already know and can do. Children confidently make choices and lead their own play. They let the childminder know what they want to do next. A small group of children play together with small-world resources. They engage in imaginative play and enjoy taking on different roles. However, during some adult-led group activities, the childminder does not always capture the interest and focus of all children. Therefore, at times some children become distracted and a little disengaged.
- The childminder supports children's communication and language development well. She reads familiar stories to children in a clear and expressive voice. Children recall the main parts of the story with pride. The childminder introduces children to new words. She interacts well with the children. The childminder supports children to learn how to have meaningful back and forth conversations. She models different sentence structures to children. This supports children's growing vocabulary.
- Children are encouraged to join in with art and craft activities. The childminder provides pre-cut cards for children to decorate with paints. Children have a go and decorate the cards. However, the childminder does not always provide the children with enough chances to express themselves freely or creatively during

these experiences. Therefore, children complete these activities quickly and then move on.

- Children learn about some of the ways to live a healthy lifestyle. They enjoy sharing nutritious snacks and meals with their friends at the table. Children practise brushing their teeth. They read stories with the childminder that support them to understand the importance of teeth hygiene. Children have daily opportunities to get fresh air and exercise in the garden and while out on walks. Therefore, they are developing their physical skills.
- The childminder supports children to learn about what makes them unique. She also helps children to learn about similarities and differences. Children learn about their own culture and way of life and that of others. This helps support children to understand the diverse world around them.
- Parents comment that they are happy with the experiences that the childminder provides for their children, such as going to playgroups and visiting parks. They feel that the childminder provides good quality care and education to their children. Parents express that their children are learning new words at the childminder's and growing in confidence.
- The childminder has good links with the local authority. She gets advice and support to help improve her practice. The childminder keeps up to date with her mandatory training and wider professional development. Therefore, children in this setting are making good progress.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good knowledge and understanding of safeguarding. She is aware of her role and responsibilities in keeping children safe. The childminder knows how to correctly report concerns about the welfare of children. She is also aware of her responsibility for reporting any allegations made against her or any other member of her household. The childminder carries out daily checks of the indoor and outdoor environment to ensure these spaces are safe for children. She is trained in paediatric first aid and ensures that this is kept up to date. The childminder correctly records and shares children's accidents with parents.

What does the setting need to do to improve?

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

- provide children with more opportunities to express themselves freely and creatively during art and craft activities
- adapt planning for adult-led group activities, to capture the interest of all children and encourage their participation and high levels of involvement.

Setting details

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| Unique reference number | EY559270 |
| Local authority | Manchester |
| Inspection number | 10190397 |
| 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 4 |
| Total number of places | 6 |
| Number of children on roll | 5 |
| Date of previous inspection | Not applicable |

Information about this early years setting

The childminder registered in 2018 and lives in Manchester. She operates all year round, from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays.

Information about this inspection

Inspector

Suzanne Fenwick

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 childminder spoke to the inspector about their intentions for children's learning.
- The inspector spoke to children, to find out about their time at the setting.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- Parents shared their views of the setting with the inspector.

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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