

Childminder report

Inspection date:

21 July 2022

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Not applicable

What is it like to attend this early years setting?

The provision requires improvement

The childminder lacks some understanding of her role and responsibilities, including knowledge of the legal requirements that she must adhere to. While there was no evidence of any breach to ratio requirements on the day of inspection, the childminder acknowledges she was unaware of how to interpret the ratio requirements. The childminder has, on occasion, cared for more children than ratios allow, without applying the exemption to this requirement that ensures the needs of the children are always considered.

Children enjoy daily opportunities to go into the garden for fresh air and exercise. The childminder provides a range of equipment that supports children to develop their physical skills. Children are secure in their surroundings and confidently select resources that they enjoy and want to play with. However, the childminder does not consistently plan activities well enough to help children reach their next steps or to extend their learning. As a result, children are not always fully engaged and move frequently between activities.

The childminder is attentive to children's individual needs and responds appropriately, such as when they need a drink or a snack. However, at times, she becomes distracted during some daily routines, for example preparing lunch. Consequently the childminder does not always intervene promptly enough when children demonstrate some challenging behaviour. Children do, however, show they feel content in the welcoming environment. They develop positive relationships with the childminder and affectionately refer to her as 'aunty'.

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

- The quality of teaching is not at a consistently good level. The childminder observes children as they play and knows some of their next steps in learning. However, she does not consistently extend children's knowledge and skills to effectively build upon their previous learning. As a result, children become restless and move frequently between the activities available. This means that although children make some progress, they are not fully supported to make the best possible progress they can.
- The childminder supports children's developing speech well. For instance, when she engages with the children in their play, she emphasises keywords during her interactions. She introduces some new vocabulary and models the correct pronunciation of words. This helps to support children's understanding and speaking skills.
- The childminder provides children with various opportunities to complete age-appropriate tasks for themselves. For instance, she encourages them to put on their own shoes ready for playing outside. Children wash their hands with

minimal support when they return from the garden and before lunch. These opportunities ensure children develop some important skills in preparation for future learning.

- The childminder uses daily routines to organise the day. However, at times, children are not supported to understand what is expected of them. They find it difficult to follow instructions and do not cooperate well. For example, at lunchtime they find it difficult to sit and wait for their food. They quickly become restless and distracted. This has a negative impact on their behaviour.
- Generally, the childminder has some clear expectations for children's behaviour. She is beginning to communicate these to the children and is starting to explain why some behaviours are not acceptable. However, this approach is not yet fully embedded, and she does not always support children to understand why some behaviours are not acceptable.
- Partnerships with parents are effective. The childminder communicates daily with parents to share what children have done. Parents feel that their children have made progress since attending the childminder's. They praise the childminder for her caring nature, and they are pleased that their children are happy to attend.
- The childminder is passionate about her work and enjoys the interactions she has with children and parents. She keeps all mandatory training up to date, such as first aid and safeguarding. The childminder is keen to develop her skills and knowledge and seeks regular support from the local quality team. However, there is further scope in seeking training opportunities in relation to improving her knowledge of the requirements of the early years foundation stage and roles and responsibilities.

Safeguarding

The arrangements for safeguarding are effective.

The childminder's safeguarding knowledge is secure. She understands her role and responsibility in keeping children safe. The childminder is fully aware of the signs that may indicate a child is at risk of harm. She understands the procedures to follow and who to contact if she has a concern about a child's welfare. The childminder ensures her safeguarding training is up to date and has recently completed a training course on the role of the designated safeguarding lead.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
--	-----------------

target training to improve knowledge of the Statutory framework for the early years foundation stage, including roles and responsibilities.	08/08/2022
---	------------

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

- review the organisation of some daily routines to ensure that children are supported to understand what is expected of them
- have consistently high expectations for children's behaviour and help children to learn to manage their own behaviour
- plan and provide children with purposeful and challenging experiences, to help develop their knowledge and skills more effectively.

Setting details

Unique reference number	2567593
Local authority	Manchester
Inspection number	10239262
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	1 to 7
Total number of places	6
Number of children on roll	16
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in January 2020. She lives in the Gorton area of Manchester. The childminder operates between 9am to 9pm Monday to Friday all year round, with the exception of bank holidays and personal holidays.

Information about this inspection

Inspector
 Rachelle Pole

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 provider.
- The inspector spoke to the childminder and the children at appropriate times during the inspection.
- The childminder talked to the inspector about how she organises her provision and about how she uses the premises to care for the children's well-being and safety.
- The childminder and the inspector discussed the childminder's intentions for children's learning.
- The inspector observed children playing and discussed their learning and development with the childminder.
- The inspector took account of the views of parents verbally and in their written comments.
- 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

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

© Crown copyright 2022