

Childminder report

Inspection date:

22 July 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	Not Met (with actions)

What is it like to attend this early years setting?

The provision is outstanding

Children are extremely relaxed and comfortable in the childminder's home. They truly thrive in the care of the exceptionally knowledgeable and nurturing childminder. Children form exceptionally close and trusting bonds with the childminder and her assistant. They show impressive confidence and develop a can-do attitude as a result of the childminder's relentless positivity and belief that all children can succeed.

Children understand the exceptionally high expectations that the childminder has of them. Young children, including those with special educational needs and/or disabilities (SEND), demonstrate exceedingly high levels of engagement during thoughtfully planned activities and delight in their own achievements. For example, they enthusiastically explore the texture of different fruits and confidently name them. Children show great determination and fierce independence as they help to cut and prepare their own snacks.

Children's behaviour is exemplary. They are extremely confident, very friendly and demonstrate a real eagerness to learn. The childminder is aware that during the COVID-19 pandemic, children had limited opportunities to socialise and develop essential social skills. As a result, she provides a wide range of opportunities for children to meet and socialise with other children in a range of situations, including, toddler sessions and sensory play at the local sensory centre.

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

- The childminder gives the children the best possible learning experiences. She has carefully designed a curriculum that is based on her precise knowledge of what individual children need to learn next. The childminder and her assistant skilfully sequence children's learning in order to ensure that all children build upon what they already know and can do. For example, the childminder talks passionately of the carefully sequenced steps she undertook to support a child's increasing balance and first steps. This meticulous approach ensures children make outstanding progress in preparation for the next stage in their education, including school.
- Children are superbly supported to make links in their learning. For example, children as young as two years of age eagerly rush to find toy farm animals as they begin to sing familiar nursery rhymes about animals. The childminder places exceptionally high priority on the development of children's speech and language skills. Both the childminder and her assistant constantly introduce new vocabulary and words that mean the same thing. For example, they model words, such as 'huge' and 'enormous', to increase the breadth of children's language. The childminder ensures that all children are able to communicate

effectively. She uses familiar sign language to ensure that all children can contribute to discussion. Subsequently, children are increasingly confident communicators, who readily articulate their thoughts and ideas.

- The childminder has an excellent understanding of how children learn and, for example, that they need time to consolidate, practise and apply their new skills and knowledge. She is extremely perceptive and uses her ongoing research into children's preferred styles of learning to help to develop children's resilience, determination and love of learning. The childminder provides wonderful learning opportunities both indoors and outside, that continuously motivate and challenge children. For example, children thoroughly enjoy working out how best to transport water from one side of the garden to the other without spilling any.
- The provision for children with SEND is exemplary. The childminder swiftly recognises children who may need extra help. She works extremely closely with parents to ensure that the whole family receives the support they need from the relevant outside agencies. The childminder works in extremely close partnership with a wide range of outside agencies and carefully implements specialist plans to ensure she provides the very best experiences for all children.
- The childminder encourages and nurtures children's independence at every opportunity and they rise to every challenge with confidence. Children follow robust hygiene procedures. They understand the need to wash their hands before eating and confidently explain why they must cover their mouths when they cough.
- The childminder works in seamless partnership with her assistant. She provides a wide range of professional development opportunities, including coaching, mentoring and further training. In addition to coaching her assistant on a daily basis, the childminder holds regular supervision meetings with her to review her practice and set targets for the continual development of her teaching skills. As a result, the childminder's assistant feels tremendously well supported.
- Partnerships with parents are exceptional. The concerted efforts of the childminder to work with parents, and to enrich children's lives in every way possible, ensure the superb outcomes for children. There is a wealth of information shared with parents about every aspect of their children's early years experience. Parents speak incredibly highly of the childminder and the wonderful care and attention afforded to their children.

Safeguarding

The arrangements for safeguarding are effective.

The childminder places children's safety and welfare at the heart of everything she does. Both the childminder and her assistant have a superb knowledge of her safeguarding policies and procedures. The childminder is very alert to noticing any changes in a child's life that may give cause for concern. She understands how to report any concerns she may have, in a timely manner, to the relevant authorities. The childminder holds a relevant first-aid qualification to ensure that she can respond appropriately in the event of an accident or injury.

Setting details

Unique reference number	EY495992
Local authority	Manchester
Inspection number	10193700
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 6
Total number of places	12
Number of children on roll	6
Date of previous inspection	12 January 2018

Information about this early years setting

The childminder registered in 2015 and lives in the Moston area of Manchester. She operates all year round from 7am until 6pm, except for bank holidays and family holidays. She can also offer hours beyond this on request. The childminder holds an appropriate childcare qualification at level 3.

Information about this inspection

Inspector

Denise Farrington

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 provider and has taken that into account in their evaluation of the provider.
- The childminder showed the inspector the premises and discussed her curriculum.
- The childminder and the inspector completed a joint observation of teaching practice together.
- The inspector spoke to children, the childminder and her assistant at appropriate times during the inspection.
- The views of parents were considered during the inspection.
- A sample of documentation was viewed by the inspector and taken into account, including paediatric first-aid qualifications.

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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