

# Childminder report

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Inspection date: 16 August 2022

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Not applicable

## What is it like to attend this early years setting?

### The provision is good

Children demonstrate that they are happy, safe and relaxed in the childminder's home. Children show a positive attitude to learning. They are keen to take part in all the activities that are on offer. Children enjoy interacting with the childminder as she joins in with their play. For example, she places an array of cars to attract children who are displaying a current interest in cars. Children stay engaged in play for a considerable amount of time. The childminder then extends this play and children sort the cars into rows of matching-coloured cars, to introduce mathematical activities into the game. The daily routine provides children with awareness of what will be happening next. As a result, children understand expectations of them, for example when it is time to tidy up.

The childminder has high expectations for children to achieve and make good progress. Children demonstrate increasing independence and an awareness of good health and hygiene. For example, children access the toilet independently and ask for help when needed. They learn to wash their hands after playing outdoors. Children's behaviour is good. They receive lots of praise and encouragement throughout the day, which helps to support their self-esteem and confidence.

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

- The childminder is skilled at supporting children's language and communication skills. She ensures children hear a wide range of vocabulary and are introduced to new words. Children develop a love for books. The childminder supports children's enjoyment of stories at home by providing parents and supporting the local community with a book-lending library. In addition, children are also provided with short sessions to converse in another language. For instance, they learn how to say 'hello' and colours in Spanish. This helps to support children's understanding of the world around them.
- The childminder recognises children's interests and ensures that these are planned for. Children are particularly interested in playing with cars and trucks. They excitedly join in stories about pirates and move small -world characters to the story. However, there are limited options for older children to develop their mark-making skills for a variety of purposes.
- Children are given many opportunities to develop their independence. They are encouraged to make choices during adult-led activities. For example, while playing with dough, the children have time to try out the cutting tools and decide for themselves which ones they would like to use. The childminder uses these opportunities to support children's early mathematical understanding when she encourages them to cut pieces of dough in half. She talks to the children continually and asks them questions. The childminder sometimes moves children's learning on too quickly. This means that children do not always have

time to consolidate what they have just learned.

- Children have frequent opportunities to meet with other children of a similar age and develop their social skills. For example, the childminder regularly takes the children to local toddler groups and parks to enhance their learning experiences. This also helps them to develop an understanding of, and respect for, those who are different from themselves.
- Children learn about the importance of healthy lifestyles, such as washing their hands prior to eating. They eat a good range of healthy and nutritious meals and snacks. The childminder supports children's health well.
- Children behave well and develop an understanding of sharing and turn taking. Children are polite and have good manners. They say please and thank you throughout the day. The childminder is a good role model. Children follow instructions from the childminder and show pride when they achieve things.
- Children have ample opportunity to play outdoors at the childminder's home. In addition, she takes them on regular visits to the community allotment where they learn about different vegetables and how they grow. A recent award gained by the childminder for 'green tree school award' helps children to learn about climate change and the local environment.
- Parents praise the childminder for her nurturing and caring nature and the education she provides. Initial transition visits enable children to settle quickly and to build a positive relationship. Parents feel well supported with routines. They feel that children have made good progress with their language development and social skills. Parents talk about their children's eagerness to attend and enjoyment when visiting the local allotments.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder is aware of the different signs and symptoms of abuse. She knows what to do if she suspects a child is being harmed. The childminder knows who to report to if an allegation has been made regarding herself, or any other adult in the home. She provides a safe and secure environment for children and appropriate risk assessments are carried out when on outings. She provides effective support for children, so they learn how to manage risks safely. For example, she teaches children how to cut fruit using knives and how to cross the road safely.

## What does the setting need to do to improve?

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

- consider how older children can be supported further to practise mark making and develop their early writing skills
- allow children time to explore and revisit activities, so that they have the opportunity to consolidate their learning and develop their own ideas further.

## Setting details

<b>Unique reference number</b>	2570136
<b>Local authority</b>	Manchester
<b>Inspection number</b>	10239271
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children at time of inspection</b>	1 to 4
<b>Total number of places</b>	6
<b>Number of children on roll</b>	2
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

The childminder registered in 2020 and lives in Manchester. She operates from Monday to Friday, from 7.30am until 6.30pm, all year round, except for bank holidays and family holidays. The childminder holds an appropriate early years qualification at level 3.

## Information about this inspection

**Inspector**  
Suzy Marsh

## Inspection activities

- This was the first routine inspection the childminder received since the COVID19 pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in her evaluation of the setting.
- The inspector and the childminder completed a learning walk to understand how the early years provision and the curriculum are organised.
- A joint evaluation of an activity was carried out by the inspector and the childminder.
- The inspector observed the quality of education during activities, indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector held discussions with the childminder and spoke to children at appropriate times during the inspection.
- The inspector looked at a sample of the childminder's documents. This included evidence about the childminder's suitability and training.
- Written feedback from parents was given to the inspector, who took account of their views.

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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