

# Childminder report

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Inspection date: 30 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 are happy and have a strong sense of belonging at this vibrant setting. They behave well and show positive attitudes towards their learning. Children are keen to take on new challenges and show good levels of perseverance during their play. They learn how to climb low-level ladders safely and giggle with delight while bouncing on the trampoline. Children enjoy spending time outdoors and their laughter fills the air as they build sandcastles and experiment with water. They kick balls, chase one another and search for bugs. Older children show excellent concentration skills as they practise writing their names. Younger children build towers with small building blocks and beam with delight while singing.

Due to the COVID-19 pandemic, some routines are different. Children wave their parents off at the entrance and are eager to greet the childminder. They embrace the childminder with hugs and tell her that she is 'the best'. Children develop secure friendships with each other and are confident to show the inspector their 'magical stickers'. They help to tidy toys away and take pride in their learning environment. Children help to set the table for lunch and talk about why it is important to wash their hands before they eat. They develop the necessary skills in readiness for their move on to school.

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

- The childminder has a vision for 'every child to achieve the very best' in a nurturing and home-from-home environment. Self-evaluation includes the views of children and parents. The childminder aspires to be outstanding.
- In the main, the childminder provides children with a curriculum that is built on what they already know and can do. However, some activities are not always pitched at the correct level for some children. For example, the childminder expects some younger children to understand the alphabet and numbers beyond 10. This does not fully support children's engagement in their learning.
- Overall, assessment arrangements are good. The childminder has a secure understanding of child development and acknowledges the importance of assessing children. However, on occasion, she does not utilise all the information she obtains from assessments to fully support children's next steps in learning. This means that children do not always make the highest levels of progress.
- The childminder instils a love of reading in children. She is animated and uses facial expressions to capture their interest. She introduces new words and letter sounds. Children relish looking at books with the childminder.
- The childminder teaches children about differences and similarities very well. She encourages children to be proud of who they are and where they come from. Children delight in tasting foods from around the world and enjoy learning about festivals. They are well-rounded individuals who behave well and are

prepared for life in modern Britain.

- Care practices are good. The childminder spends time settling children into her setting. She teaches them about the importance of healthy living, such as good oral health. She provides healthy foods for children and encourages them to tend to their own physical needs. Children show good levels of independence. They put their own wellington boots on and dress themselves.
- Overall, partnership working is good. Links with schools, the local authority and other childminders are effective. However, the childminder identifies that she would like to strengthen parental partnerships to better support children's learning at home.
- The childminder promotes children's large-muscle skills exceptionally well. She takes children to local activity centres and parks and provides physical activity challenges in her garden. Children cannot contain their excitement as they use the slide and play ring games with one another. They show good levels of balance, coordination and physical endurance.
- The childminder has effective systems in place to support her professional development. She shares her expertise with other childcare professionals and seeks to continually improve her practice. The childminder attends regular training and measures the impact that this has on children. For example, recent communication and language training has better equipped the childminder to support younger children's speaking skills.

## **Safeguarding**

The arrangements for safeguarding are effective.

The childminder has a secure understanding of the steps to take if an allegation is made against herself or a household member. She knows the local referral procedures and is astute to where she can seek advice from in relation to a child protection concern. The childminder attends safeguarding training and keeps abreast of changes in policy and legislation. She is trained in first aid and knows how to deal with accidents. The childminder teaches children how to manage risks during their play and talks to them about keeping safe. She supervises children with vigilance and ratios are met.

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

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

- review the implementation of the curriculum to ensure that activities are pitched at the correct level for all children
- utilise the information gained from assessment fully, to better support children's next steps in learning
- strengthen links with parents to keep them better informed of how they can support their children's learning at home.

## Setting details

<b>Unique reference number</b>	2540272
<b>Local authority</b>	Manchester
<b>Inspection number</b>	10215340
<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 3
<b>Total number of places</b>	6
<b>Number of children on roll</b>	3
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

The childminder registered in 2019 and lives in Wythenshawe, Manchester. She operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an early years qualification at level 3.

## Information about this inspection

### Inspector

Luke Heaney

### 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 his evaluation of the setting.
- The childminder and the inspector had a tour and learning walk.
- The inspector observed the interactions between the childminder and children throughout the inspection and evaluated the impact on children's learning.
- An observation of an activity was carried out, and the inspector and the childminder discussed this afterwards.
- The inspector held discussions with the childminder and children at appropriate times during the inspection.
- Parents' written comments were viewed by the inspector.
- Relevant documentation was reviewed by the inspector, including evidence of the childminder's training.

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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