

Childminder report

Inspection date: 14 July 2022

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

Children feel happy and safe with the childminder. They have positive relationships with the childminder, the co-minder, and assistant who works alongside her. Children enjoy their conversations with the childminder, with whom they enthusiastically share details about their home lives. They feel comfortable and settled.

Children are well mannered and polite. They regularly discuss the rules, recalling the boundaries that have been set for them. Children understand what is expected of them at all times, which helps them to behave well. Children learn about rhythm and rhyme as they enthusiastically sing nursery rhymes. Songs help to support children's familiar routines. For example, when children sing 'snack is coming' they understand they are about to be given their snack.

Children play happily alongside one another. They make close friends and play collaboratively. Children excitedly explore the variety of resources on offer. Adults have high expectations of children's learning. Children's knowledge and skills develop over time through targeted teaching and activities designed to support their needs. They learn about the wider world they live in as they visit the local supermarket and post office.

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

- The childminder provides a high quality of education for children. She has comprehensive plans for what she wants children to learn. The childminder understands how to build children's skills over time. For example, she promotes the development of strength and fine-motor skills to prepare children for early writing. Children make good progress in all areas of their learning.
- The childminder sensitively corrects children's misconceptions. For example, when children comment that it is night time, the childminder explains that it is just the clouds covering the sun. This helps children to gain accurate knowledge of things they learn about.
- Children's communication is well supported. Adults narrate the things they do. For example, the childminder explains to children why she moves the table inside for snack, as it is raining. Adults repeat key vocabulary for children. For example, adults say 'mix mix mix' as children develop the small muscles in their hands by manipulating dough. All children are screened in communication and language to help the childminder to identify children who need additional support. Children become confident communicators.
- Children have positive attitudes to learning and spend extended periods of time captivated by the activities provided. For example, children enthusiastically engage in water play. They develop their hand-eye coordination as they scoop

and pour, eagerly smelling the scented water. This helps children to become fully immersed in their learning.

- Children are supported to develop their physical skills. For example, they develop their coordination as they bounce on a large trampoline in the garden. The childminder teaches children how to jump safely. She models different kinds of jumps, such as a star jump and pencil jump. Children eagerly copy, building their repertoire of different kinds of jumps.
- Children learn to become increasingly independent. For example, they learn to take off their own shoes and wash their hands. Children of all ages are helped to serve their own meals. This promotes children's independence and self-care skills, preparing children well for school.
- The childminder observes other adults who work alongside her to help identify strengths and any areas for development in their practice. However, her evaluations are not always accurate. On occasion, weaknesses in staff practice are not identified. This means the childminder is not always able to provide effective feedback in order to support adults to continually improve their practice.
- Parents are very happy with the care provided. They praise the wide-ranging activities and regular communication they receive from the childminder. Partnerships with parents are strong. The childminder provides books for children to take home. This helps to build continuity in learning between the childminder's setting and the children's home.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good knowledge of the types of abuse and what signs she needs to be alert to. She knows how to report any concerns that she has. The childminder regularly assesses risks in the environment to help her to ensure that it is safe. She knows how to keep children safe in hot weather. For example, she encourages children to keep hydrated and regularly applies sun cream. Allergies are well catered for. The childminder collects information from parents and has good knowledge of dietary requirements that children have. Robust procedures are in place to help ensure children's dietary needs are met.

What does the setting need to do to improve?

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

- reflect on how practice is monitored so that any weaknesses can be identified and addressed.

Setting details

Unique reference number	2574227
Local authority	Manchester
Inspection number	10232966
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 11
Total number of places	15
Number of children on roll	16
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2020 and lives in Manchester. She operates all year round, from 7am to 6pm, Monday to Friday, except bank holidays and family holidays. The childminder holds an appropriate early years qualification at Level 5.

Information about this inspection

Inspector

Amanda Richards

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 provision.
- The childminder and inspector completed a learning walk together and discussed the early years curriculum.
- Children communicated with the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Parents shared their views with the inspector.
- The inspector carried out a joint observation with the childminder.
- 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.

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