

# Childminder report

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Inspection date:

6 September 2022

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Overall effectiveness at previous inspection	Good
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## **What is it like to attend this early years setting?**

### **The provision is good**

Children are very happy and comfortable in the childminder's welcoming home. The childminder is nurturing and caring, which helps children to feel safe and develop secure and caring bonds with her. Children arrive happy and enthusiastic to begin their day and quickly join their friends. The childminder knows the children very well and has developed a curriculum that is based on their interests. Resources are organised at the children's level to support them to make choices with their play. For example, children show concentration and determination as they cut and shape play dough with the cutters and scissors they have chosen. Children develop a positive attitude towards learning and make good progress from their starting points.

Children understand expectations for behaviour and willingly help with tasks. For instance, they help to tidy away toys and clean the table in preparation for lunch. Children are kind and considerate towards each other. They develop good friendships and play nicely together. For instance, children laugh and giggle as they run around the garden during a game of 'tag, you're it'. They share and take turns with the resources and politely say 'excuse me' when they would like to pass each other. Children develop good social skills, are confident and behave very well.

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

- The childminder uses her curriculum to support children in their learning. She provides a programme of activities to help all children have access to a broad range of experiences. The childminder carries out regular assessments of children's progress. This helps her to understand what children need to learn next in order to move on to the next stage in their learning, and how to support them.
- The childminder supports children's communication and language development well. The childminder talks to children as they play and repeats words back correctly to them. She introduces a wide range of vocabulary and encourages children to extend their sentences. Children hear lots of words and are developing good language. They are confident communicators.
- The childminder uses play as an opportunity to introduce children to early mathematics. For example, they count, identify shapes, and estimate and compare different-sized balls of dough. However, while children are eager to learn, occasionally some adult-led activities are not fully adapted to keep all children engaged. At times, they quickly lose interest, moving frequently between the activities available.
- Children develop good physical skills. They build their core strength as they learn to ride and balance on scooters and bicycles with two wheels. They develop their small muscles in the home corner as they prepare a 'coffee' and breakfast

of 'mash and beans' for the inspector. Children enjoy healthy and nutritious meals and snacks. They confidently identify healthy foods and drinks from the story 'Croc Goes to the Dentist'. They develop a good awareness of being physically healthy.

- Children demonstrate good levels of independence. For instance, they dress themselves as they become 'superheros' during role play. They remove their own shoes when they come back in from outside. Children wash their hands before choosing and peeling fruit at snack times. Older children thoroughly enjoy the responsibility of undertaking tasks independently.
- The childminder is a positive role model for children and treats them with respect. She sensitively listens to children's voices as she gives them ample options and choices throughout the day, such as what story they want the childminder to read. The childminder gives them continuous encouragement and praise for their achievements. As a result, children's confidence and self-esteem are increased.
- The childminder reflects on her practice and evaluates the effectiveness of her provision. She completes relevant training and is keen to develop her professional knowledge further. The childminder networks with other childminders locally and online. They share ideas and talk about relevant topics. She has identified areas where she can deepen her knowledge so that she can support children's learning even more effectively.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder completes training to keep her child protection knowledge up to date. She has a good understanding of how to protect children from harm. The childminder understands the signs and symptoms which may indicate abuse. She understands how to manage any allegations which may be made against her. She makes sure that her house and garden are secure so that children cannot leave unsupervised and unwanted visitors cannot gain access. She identifies and appropriately minimises potential risks in her home. The childminder is qualified in paediatric first aid.

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

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

- review how adult-led activities are planned and delivered to ensure that children remain engaged and focused in their learning.

## Setting details

<b>Unique reference number</b>	EY476697
<b>Local authority</b>	Manchester
<b>Inspection number</b>	10231882
<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>	2 to 3
<b>Total number of places</b>	6
<b>Number of children on roll</b>	5
<b>Date of previous inspection</b>	2 September 2016

## Information about this early years setting

The childminder registered in 2014. She lives in Newton Heath, Manchester. The childminder offers sessions from 7.30am until 5.30pm, Monday to Friday, all year round, except for bank holidays and family holidays. She provides funded early education for two-, three-, and four-year-old children.

## 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 setting.
- 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.

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Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

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Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
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