

# Childminder report

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Inspection date:

6 September 2022

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**Overall effectiveness**

**Good**

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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 are welcomed by the friendly childminder into this nurturing setting. The childminder fosters positive relationships with children through her supportive approach and by playing games with them. Children enjoy being in the childminder's company. They receive regular praise and encouragement, which supports their self-esteem and growing confidence. New children to the setting settle in very well. The childminder offers activities that interest children and uses information from parents to help plan for their first few weeks, which helps them to feel secure.

The childminder supports children to develop their independence skills well. She encourages children to select their own resources and to make suggestions for games. For example, children happily gather interlocking bricks and offer them to the childminder as they invite her to play. Children enjoy their learning and actively seek new experiences from the resources on offer. They delight in bubble play and learning new words, such as floating and bursting. Children extend their play by practising how to blow bubbles effectively. They receive continual praise for their efforts by the childminder. Children happily play with dolls and push chairs. They help to dress them and take them for walks around the home. This supports their developing knowledge of how to care for others.

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

- The childminder offers children a range of resources to choose from. She uses her knowledge of children in her care to provide toys that interest them and encourage interaction. Children independently select items to play with and move around the main playroom with confidence.
- The childminder regularly observes and reviews children's progress and shares this information with parents. She is able to identify any areas for future development and has good expectations for children's learning. That said, the childminder does not focus all activities sharply enough on supporting the specific areas of development identified through assessments. This means that children are not consistently challenged to the highest level in their learning.
- Parent partnerships are positive. The childminder shares daily information with parents about their children and keeps them up to date with plans for days out and activities on offer. She invites parents to share details of children's lives from home so she can use this knowledge in their experiences with her. For example, parents inform the childminder of any new skills or interests their children have developed.
- Children behave well. They are taught from an early age about being kind and respectful to others. Children learn to share and take turns in their play and activities, and they are given gentle reminders by the childminder.

- The childminder provides children with the opportunity to experience daily outdoor activity, including trips to the park and more organised visits to places of interest. For example, children visit sea life at an indoor aquarium, exploring the different fish, types of environments that they live in and different shapes and colours. They use their new knowledge to create pretend fish and explore them further on their return. This helps children to secure knowledge and learn about their wider world.
- The childminder frequently updates her own knowledge of early years and how children learn. She attends regular sessions to find new ways of working with a focus on improving outcomes for children. The childminder has also kept her knowledge fresh on topics such as safeguarding and assessment of children's learning.
- The childminder supports children in learning about personal care and hygiene from an early age. She talks to them about keeping their hands clean before eating and communicates consistently while offering personal care and toileting. This means children develop an understanding of the importance of caring for themselves.
- Children have a love of reading. The childminder ensures children have the opportunity to explore books on a daily basis. She reads to children and listens to them telling her stories. This supports children's developing language skills and communication. Younger children learn to describe pictures and say new words. For example, they talk about colours and similarities to things they know. This supports speech development and increases children's self-esteem.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has kept her knowledge and understanding of safeguarding up to date by accessing regular training sessions. She has a good awareness of the signs and symptoms of abuse and neglect, including some of the more complex issues, such as county lines and radicalisation. The childminder is clear on the procedures to take should she have any concerns about children in her care. She understands the process to take should an allegation be made against herself or a member of her family. The childminder completes risk assessments and takes measures to protect the children from any hazards, both in the home and when outside.

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

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

- use assessments of children's learning to focus activities on moving them forward in their learning consistently.

## Setting details

<b>Unique reference number</b>	EY563010
<b>Local authority</b>	Manchester
<b>Inspection number</b>	10207676
<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 2
<b>Total number of places</b>	4
<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. She lives in the New Moston area of Greater Manchester. She provides childcare each weekday, from 7.30am to 5.30pm, all year round, except for family holidays. She holds an appropriate qualification.

## Information about this inspection

### Inspector

Shelley O'Brien

### 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 this into account in their evaluation of the setting.
- The childminder showed the inspector around the areas of her home used for childminding and explained her intentions for children's learning.
- The inspector evaluated the learning and development of the children with the childminder. She spoke to the childminder and children at appropriate times during the inspection.
- The inspector observed the quality of education provided indoors and assessed the impact that it was having on children.
- The inspector viewed a sample of key documentation and checked evidence of suitability for the childminder.

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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