

Childminder report

Inspection date:

8 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

Outstanding

What is it like to attend this early years setting?

The provision is good

The childminder has high expectations for all of the children who attend. There is a big focus on kindness and well-being within the setting. The childminder describes her motto as 'sharing is caring'. As a result of this, children behave well and show care and consideration towards their friends. They demonstrate this as they play with blocks, passing them to one another to build their towers. Children move around the setting with confidence and ease, showing they feel safe with the childminder.

As a result of the pandemic, the childminder changed the way the children enter the setting, for example parents were encouraged to drop off and collect the children from the front door. This enabled children to settle much quicker into the morning routine. Due to the positive impact this had on the children, the childminder has kept this change in place and children benefit from a smooth transition into the childminder's home each morning, ready to play and learn.

Children enjoy reading stories with the childminder. They show excitement as the childminder adapts the names in the story to engage them. Children enthusiastically engage in activities that enable them to demonstrate and extend their skills. The childminder is committed to reducing carbon footprint and recycling items. She talks to the children about reducing waste and incorporates lots of opportunities for them to learn about recycling and the benefits of this.

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

- The childminder knows children well and understands what they need to learn next. She considers the interests and individual strengths of each child when planning her curriculum. For example, children share an interest in a particular story. The childminder extends their interest by providing craft activities based on the story. This enables children to practise and refine skills in a variety of areas of learning while maintaining high engagement.
- The childminder communicates with parents effectively. She reports on children's progress and shares daily information. The childminder provides suggestions as to how parents can further extend their child's learning at home. Parents comment that the childminder reflects on their feedback and makes changes where appropriate. As a result, parents feel involved in their child's learning and care. Furthermore, this enables parents to feel valued and comfortable in raising suggestions and comments.
- Children's communication and language are supported well. They are encouraged to sing songs, answer questions, and learn new words. Consequently, children are confident communicators and can express their thoughts and feelings.

- The childminder keeps up to date with all mandatory training and undertakes further professional development. She uses the advice and support from the local authority to reflect on and improve her practice. As a result, the quality of education is good and children are making good progress.
- Children have opportunities to learn about some of the benefits of a healthy lifestyle. They are offered fresh fruit and vegetables as a snack and part of a main meal and discuss the importance of a healthy diet. They learn about oral health through activities and stories. The childminder encourages children to follow good hygiene practices. For example, children wash their hands before meals and after visiting the toilet.
- The childminder provides children with opportunities to develop physical skills. They excitedly join in with yoga activities and have daily access to the garden, where they can use a range of large-muscle movements. Children are developing well in this area, supporting their later small-muscle skills.
- Children are provided with opportunities to develop their mathematical skills. For example, children gather objects from the tuff tray and group them together. With support from the childminder, they then count how many objects were in each group. Children are growing in confidence in their mathematical awareness and skills.
- The childminder encourages children to keep on trying when they encounter difficulties. For example, when cutting up their fish fingers for lunch. The childminder offers praise to ensure the children's independence is well encouraged. This helps to build on children's self-esteem.
- The educational programme for understanding the world is less well planned. Although children have some good opportunities to learn about the world, such as ecological matters, the childminder does not offer children a broad curriculum in this area in order to fully promote children's knowledge and sense of the world around them.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of how to keep children safe. She is aware of the possible signs of all areas of abuse and knows how to refer any concerns to the relevant authorities. The childminder keeps children safe in her home through adequate supervision. She provides a safe environment for them to learn and play in. The childminder ensures she keeps her knowledge and understanding up to date by attending regular training. This includes safeguarding, child protection and 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:

- develop the curriculum for understanding of the world to include a range of personal experiences that increases children's knowledge and sense of the world around them even further.

Setting details

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| Unique reference number | EY234736 |
| Local authority | Manchester |
| Inspection number | 10218585 |
| 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 | 1 to 7 |
| Total number of places | 8 |
| Number of children on roll | 8 |
| Date of previous inspection | 28 April 2016 |

Information about this early years setting

The childminder registered in 2003 and lives in the Manchester area. The childminder operates from 7.45am to 5.30pm, Monday to Thursday, except for family holidays and bank holidays. The childminder holds a relevant childcare qualification at level 3. She offers funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Jade Patten

Inspection activities

- This is 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 her evaluation of the setting.
- The inspector held a discussion with the childminder in relation to the leadership and management of the setting. She looked at relevant documentation, such as evidence of qualifications and the childminder's suitability to work with children.
- The inspector took account of parent's views from face-to-face discussion and their written feedback.
- The childminder showed the inspector the premises and discussed how they ensure they are safe and suitable.
- The inspector observed the childminder's interactions with children during adult led activities and reviewed this with the childminder.
- The inspector observed interactions between the childminder and children.
- The inspector and childminder discussed how the curriculum had been implemented and the impact this has had on the children's learning.

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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