

Childminder report

Inspection date: 31 August 2022

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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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 smile, giggle and laugh together as they play in this welcoming setting. The childminder and her assistant engage children well, and children feel safe and happy with them. Younger children plop themselves onto an adult's lap for a story, and older children relish the opportunity to help with tasks of sweeping up and setting out activities. Children explore the many resources available. Young children pick toy food off shelves as they play shop. Older children access crayons and paints to do artwork. They collect the scissors to carefully cut out their work, under the watchful supervision of the caring adults. The childminder is proud of children's achievements and has high ambitions for them. Independence is strongly promoted, and children are learning many skills which will help them as they transition to pre-school.

The childminder and her assistant model good behaviour and children copy this. Children demonstrate beautiful manners from an early age and are generally kind to each other, for example sharing toys, fastening each other's aprons and showing concern if a child is upset. Children help each other to fasten their shoes to play outside and take turns when washing their hands. They are learning to care and to be considerate of other's needs. The childminder has restructured provision following the COVID-19 pandemic so that much of the provision can be delivered outdoors. Children have access to an outdoor classroom based within the setting's garden.

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

- The childminder works closely with her assistant, offering support and welcoming her ideas. They regularly discuss their observations of children's progress, note children's interests and identify next steps. This helps the setting develop a focused and consistent approach to teaching. This means that children remain engaged in their learning and make good progress.
- Children learn from the many activities in the engaging environment. They plant flowers and vegetables. This gives opportunity for discussions about things that are safe to eat and those which are not. Children develop a knowledge about keeping safe.
- Children work together in mixed-age groups, learning from each other during play. However, at times, the childminder directs conversations to the older children. On these occasions, younger children are less involved in conversations. This means that they do not have the opportunity to develop their conversation skills as much as older children.
- Hygiene routines are well considered and embedded in practice. The childminder ensures these practices cover all times of the routine and discusses these with the children. For instance, at lunch, she has a conversation with the children

about handwashing. Children develop good knowledge of hygiene and its importance.

- Healthy lifestyles are promoted. Children talk about doing exercise and they know what foods are healthy. They are supported to clean their teeth each day. They are learning how to take care of themselves and keep themselves healthy.
- The childminder knows children well and they are generally making good progress with learning. However, older children complete mathematical activities easily, as the childminder does not always build on their existing skills. This means that children with a secure knowledge of shapes do not extend their learning and do not make consistent progress in mathematics.
- Assessments of children are done regularly and are used to monitor progress. Where children need support, this is quickly identified and offered. This timely intervention helps children make progress.
- Children are encouraged to explore and care for their environment. They look at the garden through binoculars and explore creatures in the bug hotel. Children recycle their banana skins, adding them to the compost bin. The childminder discusses with them the reasons for recycling. Children develop knowledge and a positive attitude about caring for the world.
- Partnership with parents is very strong. Parents talk positively about the setting and about the progress their children make while attending. The childminder and parents discuss children's targets and ways to support them, for example plans to start toilet training. This helps children, as they have consistency between the setting and home.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of her role and responsibilities to protect children from harm. She can identify the signs and symptoms of abuse and knows the procedures for referring concerns about a child's welfare. The childminder and her assistant attend training to update their knowledge on safeguarding. The setting is secure, with CCTV monitoring in place. The childminder and her assistant work closely together, ensuring children are well supervised throughout the day. The childminder and her assistant have both completed paediatric first-aid training.

What does the setting need to do to improve?

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

- consider ways to further develop existing language and communication strategies, so that all children are involved in responding to conversations, in order to develop their communication and language further
- strengthen provision in early mathematics, so that children are offered learning

opportunities which build on their existing knowledge.

Setting details

Unique reference number	EY414431
Local authority	Manchester
Inspection number	10064800
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 5
Total number of places	12
Number of children on roll	11
Date of previous inspection	21 March 2016

Information about this early years setting

The childminder registered in 2010 and lives in Chorlton, Manchester. She operates all year round, from 8am to 6pm, Tuesday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. She works with an assistant.

Information about this inspection

Inspector

Lynn 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 provider and has taken that into account in their evaluation of the provider.
- The inspector observed an activity and evaluated this with the childminder.
- The inspector spoke to the childminder, her assistant and children, and had feedback from parents at appropriate times during the inspection.
- The childminder conducted a learning walk and discussed with the inspector about how the provision is organised and the curriculum is planned and delivered and what children learn from this.
- The inspector observed children, indoors and outdoors, paying attention to how effective the curriculum is for children's learning.
- The inspector viewed some documentation, including training certificates and paediatric first-aid certificates.

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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