

Childminder report

Inspection date:

30 September 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

Outstanding

What is it like to attend this early years setting?

The provision is good

Children eagerly join in activities in this welcoming setting. They lie on the floor for the 'sleeping bunnies' game, snoring loudly and giggling in anticipation. Children demonstrate they feel secure. Even very young children confidently access toys from the wide variety of resources available. They choose cars, passing them to each other so everyone has one. As they push them along the floor, the knowledgeable childminder joins them, describing if they are going fast or slow. Children have great fun as they race their cars, being careful not to bump into each other. They are developing good social skills.

Outdoors, children develop their gross-motor skills as they climb up the slide, ride bicycles and scoot along on tricycles. They use their imagination, making a camp or turning the play kitchen into a café. Their reading and literacy skills are developing as they read a menu and write down food orders. The childminder supports children to be ready for school. Behaviour is good as children are engaged in activities that interest them. They are motivated and they concentrate well. They bring books to the childminder and enthusiastically join in the story as the wolf 'huffs and puffs.' Children develop recall skills. The childminder and co-childminder work together well to monitor the children, making sure they are engaged and safe. Children make progress in their learning.

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

- The childminder has a clear vision and provides a curriculum to help prepare children in readiness for school. She provides activities focused on developing independence, language and social skills. Children make progress from their starting points.
- The childminder completes all mandatory training. She has a good knowledge of child development and understands the ways in which children learn. She is reflective in her practice and identifies further learning to continue her professional development so she can improve her teaching.
- Books are well used in the setting. Children enjoy stories, choose books and snuggle with blankets in the cosy book area. The childminder is skilled at engaging them. For example, in a book where the characters play hide and seek, she encourages children to play the game, recalling the story. Children develop a love of books; they enjoy being read to and use books independently. They learn to care for books.
- The childminder knows the children well. She works with parents to identify their starting points and offers a curriculum that focuses on their interests, skilfully weaving appropriate learning into activities. Children use cars to trace around numbers and learn to recognise and name numbers. However, sometimes children complete activities easily as the activity lacks challenge. On these

occasions learning is not as rapid.

- There are many opportunities for children to be independent. For example, they cut their own fruit, independently find spare clothes from their bags and wash their hands. Children learn to put on their own coats and shoes. This increasing independence helps children to be school ready and gives them confidence as they transition to school.
- Children behave well and eagerly engage in their learning. Children laugh as they join the game the childminder plays to help develop their listening skills. The childminder has introduced yoga to help calm children. As a result, they learn to listen, follow instructions and respond to requests.
- The childminder models language well, offering new words such as 'spiky,' 'soft,' 'squash' and 'squeeze'. She celebrates children's attempts at words. However, the childminder does not consistently ask children questions or give them time to think and respond. This does not help to consistently extend children's communication skills.
- Parents are overwhelmingly positive about the childminder and the care they and their children receive. They enjoy listening to their children tell them about their day and they note the progress their children make. Parents value the support they receive on any issues, such as diet and e-safety. This sharing of information gives consistency and helps to keep children safe.
- The partnership with the local school is good. As children transition, information is shared to support them to settle in. The childminder supports communication between the school and parents. This gives consistency to the child and ensures information is passed between settings and parents in a timely manner.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of her role and responsibilities in keeping children safe. She accesses regular safeguarding training, which keeps her knowledge up to date. She knows the signs and symptoms of abuse and what action to take if she has concerns about a child's welfare. The childminder makes sure play areas are free from hazards and children are well supervised. The premises are secure so that children cannot leave unsupervised.

What does the setting need to do to improve?

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

- extend opportunities for children to communicate, to consistently extend their communication and language skills
- explore ways to extend children's learning so that children are appropriately challenged and achieve their next steps in learning.

Setting details

Unique reference number	EY266435
Local authority	Manchester
Inspection number	10109693
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 10
Total number of places	6
Number of children on roll	20
Date of previous inspection	14 April 2015

Information about this early years setting

The childminder registered in 2003 and lives in the Northenden area of Manchester. She operates all year round, from 7am to 6pm, Monday to Friday, except bank holidays and family holidays. The childminder receives funding for three- and four-year-olds. She holds a relevant early years qualification equivalent to level 4. The childminder works with a co-childminder.

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 and viewed feedback from the childminder, co-childminder, parents and children at appropriate times during the inspection.
- The childminder conducted a learning walk and discussed with the inspector how the provision is organised and the curriculum is planned and delivered and what children learn from this.
- The inspector observed the children, paying attention to how effective the curriculum is for children's learning.
- The inspector viewed some documentation, including public liability insurance and paediatric first-aid information.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2022