

Childminder report

Inspection date: 7 October 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 are happy, safe and settled at this friendly and homely environment. Children have formed extremely strong bonds with the childminder. For example, young children who are new to the setting are very content and happy in the childminder's care. Parents are kept up to date throughout the day of their children's routines. The childminder uses an app that gives live access to parents. This allows parents to check back on important care routines, such as their children's sleep and mealtimes.

Children are settled into their daily routine well. The childminder uses a clock with various chimes to help children know what is coming next. The clock will chime at times, such as snack and tidy-up time. The childminder knows the children in her care very well. She uses effective settling-in sessions to gain information, such as routines and care needs. This enables her to meet the children's needs effectively. The childminder provides a variety of opportunities that capture the awe and wonder of the world around them. For example, children visit the safari park to experience real animals up close and to learn about them.

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

- The childminder identifies delays in children's development swiftly, in particular communication and language. The childminder uses screening to identify children who may need support. Following this, the childminder puts interventions and support in place where appropriate. This supports children to become confident communicators.
- The childminder's curriculum is well planned and sequenced to meet children's individual needs. The childminder ensures children build upon their knowledge across all seven areas of learning, with a particular focus on the prime areas. This supports children to be secure in what they already know before enhancing their learning.
- The childminder makes effective use of her assessments of what children can do. She uses this to support her next steps for children's learning and development. For example, the childminder supports young children to develop the muscles needed to sit up. She shares her teaching and ideas with parents. This helps children to make good progress.
- Children are provided with opportunities to explore their own culture. They visit their local area and develop a sense of who they are through activities the childminder provides. However, they do not always have opportunities to explore cultures beyond their own. This means children do not always learn about the diverse world around them.
- The childminder provides opportunities for children to develop their communication and language skills. Books in the setting are plentiful. Children

enjoy looking at themselves in the mirror of a book while the childminder names their body parts. Furthermore, she soothes young babies to sleep through gentle singing.

- Children are provided with opportunities to learn about healthy lifestyles. The childminder provides a range of healthy snacks and promotes oral health. In addition, children are encouraged to be active. For example, babies are provided with activities, such as tummy time. This enables them to build the muscles needed for crawling.
- Parents speak exceptionally highly of the childminder. They state that they are happy with the care the childminder provides and feel 'comfortable' leaving their children with the childminder. Parents express that they particularly like how the childminder shares information with them, such as how to register young children at a dentist.
- The childminder values the importance of her continual professional development. She regularly attends childminding forum networks and meets regularly with her local authority early years quality officer. Furthermore, the passionate childminder attends training in relation to any matters that arise from her self-evaluation. This helps the childminder to continually develop her practice and teaching.
- Since the last inspection, the childminder has been proactive in providing young children and babies with age-appropriate activities. She has attended a course specifically relating to babies and has implemented her learning into the setting. For example, she has provided a sensory basket for babies to develop their exploratory skills.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her responsibilities to keep children safe. She is aware of child protection procedures and who to report any concerns to. The childminder also has a good understanding of specific safeguarding issues. She ensures she keeps her knowledge up to date through attending regular training courses. This supports her to safeguard children from harm. The childminder ensures her home and equipment is safe for use. She does this by risk assessing each day and removing any potential hazards. Emergency procedures, such as fire safety, are well embedded. The childminder keeps a fully equipped emergency evacuation bag at the door.

What does the setting need to do to improve?

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

- provide opportunities for children to develop an understanding of cultures beyond their own.

Setting details

Unique reference number	EY480505
Local authority	Manchester
Inspection number	10236439
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	0 to 0
Total number of places	6
Number of children on roll	1
Date of previous inspection	14 October 2016

Information about this early years setting

The childminder registered in 2014 and lives in Newton Heath, Manchester. She operates all year round, from 9am to 3pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an early years qualification at level 4. The childminder offers provision for the free 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 the childminder's suitability to work with children.
- Parents shared their views of the setting with the inspector.
- The childminder showed the inspector the premises and discussed how they ensure it is safe and suitable.
- The inspector observed interactions between the childminder and children.
- The inspector and childminder completed a learning walk together to discuss the childminder's intentions for 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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