

# Childminder report

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Inspection date:

7 November 2022

|                              |             |
|------------------------------|-------------|
| <b>Overall effectiveness</b> | <b>Good</b> |
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|--------------------------|-------------|
| The quality of education | <b>Good</b> |
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|                         |             |
|-------------------------|-------------|
| Behaviour and attitudes | <b>Good</b> |
|-------------------------|-------------|

|                      |             |
|----------------------|-------------|
| Personal development | <b>Good</b> |
|----------------------|-------------|

|                           |             |
|---------------------------|-------------|
| Leadership and management | <b>Good</b> |
|---------------------------|-------------|

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|--|-----|
| Overall effectiveness at previous inspection | Met |
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## What is it like to attend this early years setting?

### The provision is good

Children are very happy in the childminder's home. They develop strong bonds with the childminder, which supports them to settle well and to explore and play with confidence. The childminder sensitively responds to the children. She engages with them through warmth and enthusiasm, playing alongside children and talking to them to support and encourage their learning. Children have great fun and show interest in the range of resources provided. They become excited when they see the Spiderman activities the childminder has set up, saying, 'Wow, he has spun some webs for the spiders'.

The childminder promotes healthy lifestyles well. Children learn about how to look after their teeth by reading books and role play at being a dentist. They explore the tools that dentists use and look at their teeth in small mirrors. Children enjoy exploring physical play daily when they use the childminder's garden. They balance on the swing and safely climb up the climbing frame. This encourages children to be confident and adaptive movers as they explore the range of equipment that offers a challenge to them.

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

- The dedicated childminder has a strong vision for her setting and evaluates her practice well. This enables her to frequently make improvements, such as developing new resources to inspire children's learning. She is continually keeping herself up to date with any changes to develop her professional development even further.
- The childminder provides books and resources that reflect the wonderful diversity of our world. She ensures that children can see themselves meaningfully represented in books, toys, and personal care tools for role play. This helps to promote children's self-esteem and celebrates their uniqueness. The childminder's good knowledge and understanding of children's needs allows her to plan a broad and diverse curriculum, which helps to get them ready for life in modern Britain.
- The childminder provides a good commentary to children's play to help them hear a wide range of words and phrases. This supports their language development well and enhances their developing vocabularies. At times, the childminder moves on to another discussion too quickly without giving the children time to respond. This hinders children experience to engage in deeper conversations.
- The childminder promotes children's mathematical and literacy skills well. For example, children foster a love of books as they sit with the childminder and listen to 'Room on the Broom'. Children extend their learning by repeating the spell during play activities.

- The childminder helps children to manage their own personal needs. She encourages them to put their own shoes and coats on to play in the garden. She waits for children to have a go for themselves, before offering to assist. Children are taught good hygiene routines and are encouraged to wash hands singing the 'wash your hands song'.
- The childminder supports children to share and take turns when they need help to do this. She identifies areas where children need further support with their emotional development. For instance, she recognises that some children struggle to understand how their actions make other people feel. However, despite recognising this, the childminder does not support them well enough to develop their understanding effectively.
- Children are developing a sense of responsibility in the childminder's home and the community. Children learn about other people who are not as fortunate as themselves and that it is good to help others. For example, they collect food to provide a small food bank for the local community to support families.
- Partnerships with parents are positive. The childminder regularly shares information with them about children's learning and development and the activities they have enjoyed. Parents' written comments demonstrate that they are very happy with the level of care provided. The childminder works closely alongside parents, particularly to support children who speak English as an additional language or who are bilingual.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder understands how to keep children safe from harm. She has a secure knowledge of the signs and symptoms of abuse. She is confident of the procedures to follow, should she need to make a referral. The childminder receives regular updates from the local authority. The childminder is confident of the procedures to follow, should an allegation be made against her. She is aware of child protection issues, such as extremism, radicalisation and female genital mutilation. Risk assessments are completed to ensure any risks in the home, playroom and garden are minimised. She closely supervises children as they play in the house and on outings.

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

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

- make greater use of opportunities to use skilful questioning techniques to increase children's thinking skills and further promote their language development
- build on children's emotional understanding even further to help them recognise the impact of their behaviour on others around them.

## Setting details

|  |   |
|--|---|
| <b>Unique reference number</b>                     | EY466961  |
| <b>Local authority</b>                             | Manchester  |
| <b>Inspection number</b>                           | 10236253  |
| <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> | 3 to 4  |
| <b>Total number of places</b>                      | 6   |
| <b>Number of children on roll</b>                  | 2   |
| <b>Date of previous inspection</b>                 | 9 February 2017   |

## Information about this early years setting

The childminder registered in 2014 and lives in Gorton, Manchester. She operates term time only, Monday to Wednesday, 9am to 4.30pm, except for bank holidays and family holidays. The childminder accepts funded places.

## Information about this inspection

### Inspector

Lisa Grundy

### 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 that into account in their evaluation of the setting.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector completed a learning walk with the childminder to understand how the setting and curriculum are organised.
- The inspector spoke to children at appropriate times throughout the inspection.
- The childminder completed a joint evaluation of an activity with the inspector.
- Parents shared their views of the setting with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.

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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