

Childminder report

Inspection date:

8 November 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

The childminder and her assistant provide a homely and happy environment where children thrive and progress. Children are confident here and find their favourite activities to do from the range of experiences available. Children are very comfortable with the childminder and her assistant. They sit and listen to stories, pointing out and naming different animals. The assistant skilfully supports children's pronunciation of new words they are learning. This helps children to build confidence in speaking.

Children feel very safe and secure here and they have high levels of emotional well-being. The attentive childminder and assistant help children to regulate their feelings and emotions very well. Children seek comfort and support from the childminder and assistant when they need to. Children's behaviour is very good. They listen to what is being said and have time to think and respond. This helps children to learn conversational skills. Children delight in repeating words and phrases they are learning and demonstrate an excellent understanding of what they learn. This helps children to be ready for the next stage in their learning.

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

- The childminder and her assistant are clear in what they intend children to learn and achieve. They work hard to make sure children are confident communicators and learn to do things for themselves. For example, they ask for help to open their yoghurt but then confidently use their spoon to feed themselves. This helps children to build confidence in their own abilities.
- Children learn new words through songs, stories and rhymes. They enthusiastically shout out 'triceratops' and 'diplodocus' as they read their favourite books and identify dinosaurs with the assistant. This helps children to learn unusual words through activities they have an interest in.
- Children have experiences they might not otherwise have. For example, they visit community groups, local parks and woodland, as well as trips to local museums and a local children's poetry event. This helps children to gain a broad range of knowledge and involvement in the community from an early age.
- Children play very well together. They take turns and share activities with each other. Children have high levels of motivation in their play. For example, they concentrate on making marks in play dough with different small-hand tools and textures using toy vehicles. The childminder and her assistant show interest in what children think and know about colour, pattern and shape. This helps children to think about what they are doing and develop a positive attitude to learning.
- Children develop very good independence skills. For example, they put on their own boots and coats before playing outside and decide when they want to come

inside for their snack and drinks. This helps children to understand their own needs and to know that they can meet these needs independently. Children develop the self-care skills they will need as they become older.

- The childminder implements systems for the professional development of herself and her assistant. She is also focused on the well-being of herself and her assistant. For example, she identifies times when training can take place within working hours. This helps to support them both to be positive in their work and relationships with children and families.
- The childminder supports her assistant with regular supervision and professional development opportunities. The childminder and assistant plan their activities and next steps for children very well. However, practice could be strengthened further through more precise evaluation, to further enhance the quality teaching and learning.
- Parents are very happy about the service they receive and the care and education of their children here. They know what their children are learning now and what their next steps will be. Parents say they have fantastic relationships with both the childminder and her assistant.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant have a good understanding of what would make them concerned about a child's welfare. They know how to identify and refer any concerns to the relevant authorities. Furthermore, they understand the procedures to follow in the event of an allegation being made, or should they have concerns about another adult working with children. The setting is secure, well maintained throughout and accessible to children. The childminder and her assistant hold paediatric first-aid qualifications and are confident to deal with medical emergencies. There are procedures in place to prevent any unauthorised persons from collecting or having contact with children at the setting.

What does the setting need to do to improve?

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

- strengthen the already good practice by evaluating more effectively, to further enhance teaching and learning.

Setting details

Unique reference number	EY456976
Local authority	Manchester
Inspection number	10236037
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	2 to 10
Total number of places	12
Number of children on roll	22
Date of previous inspection	14 November 2016

Information about this early years setting

The childminder was registered in 2013 and lives in Chorlton-cum-Hardy, Manchester. She operates all year round, from 7.30am to 6pm, Monday to Friday, except bank holidays and family holidays. The childminder works with an assistant. The childminder and her assistant both hold a childcare qualification at level 3.

Information about this inspection

Inspector

Jasmin Sanders

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 her evaluation of the provider.
- The inspector and childminder undertook a learning walk of the setting and discussed the intent and implementation of the curriculum.
- The inspector spoke to parents about their experiences of care, education and involvement at the setting.
- The childminder and inspector completed a joint observation and evaluated practice to assess the quality of teaching and learning.
- The childminder and inspector held discussions to assess the effectiveness of safeguarding processes, self-evaluation and training.
- Assessments of children's progress from their starting points were discussed with the childminder and her assistant to evaluate the impact of the curriculum on outcomes for children.

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

T: 0300 123 1231
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E: enquiries@ofsted.gov.uk
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