

# Childminder report

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Inspection date:

4 October 2022 - 1 December 2022

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## **Overall effectiveness**

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## **Requires improvement**

The quality of education

**Requires improvement**

Behaviour and attitudes

**Requires improvement**

Personal development

**Requires improvement**

Leadership and management

**Requires improvement**

Overall effectiveness at previous inspection

Outstanding

## **What is it like to attend this early years setting?**

### **The provision requires improvement**

Despite some weaknesses in the organisation of the provision, children enjoy coming to this safe and caring environment. They are happy and settled. On arrival, they quickly access a sufficient range of play materials that the childminder and her co-childminders have set out for them, and which provide some general opportunities for learning indoors. However, children are not supported to gain as much as possible from their play opportunities. The childminder's curriculum and planning for what she wants children to learn and do are not consistently well delivered to help every child become confident, independent learners.

Children have increased space and freedom to explore when they access the outside learning environment. They enjoy spending time outside on outings and in the garden. Children's movement skills are being developed and they access the garden proficiently using the steps. They also use the wooden play-house stairs and slide freely. Toddlers enjoy pushing a large toy car, while babies enjoy the sounds and sensations of scrunching leaves. Some aspects of children's social skills are developing well. Some children confidently speak to the inspector. They request very politely for help to fasten their coat, demonstrating good manners. The childminder is calm with the children. She talks to them quietly, and sensitively models behaviour expectations, such as when supporting children to resolve whose turn it is for a bicycle. Children are encouraged to take turns using the balls outside and to work cooperatively on the see-saw.

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

- The childminder and her co-childminders work well as a team. However, the childminder has not ensured that she is operating in line with the requirements for registration as a childminder. Furthermore, the childminder has not notified Ofsted of one of the co-childminders that she works with. That said, she demonstrates that she is willing to work with Ofsted to register or operate correctly. These oversights do not have any significant impact on the care provided to the children.
- The childminder has not considered whether there is sufficient space to meet the needs of the number of children present. This is particularly important during the times she is working with other childminders or her assistant, and when increasing the number of places offered. Despite there being extensive space available in the childminder's home, in the main, young children all play in the small, designated playroom with equipment selected for them. Children have limited opportunities to make choices and respond to their own play ideas, or to move and spread out their play in the way their imaginations take them. This means they are not provided with good opportunities to develop the kinds of attitudes associated with effective thinkers and learners.

- The childminder knows the children well and what they enjoy. She assesses what children can do and what they need to learn next. This helps her to know which children need extra help and consider general ways she can support this. However, the childminder does not specifically plan ways to help children to progress or to catch up quickly. For example, despite encouraging reading as a way to enhance children's communication and language development, when children enjoy sharing a book with her, she asks too many closed questions, which restricts their speaking.
- The childminder uses her years of experience to provide children with activities and experiences which they enjoy. During the inspection, children had fun with a sensory activity, using shredded paper. Their curiosity and inquisitiveness were aroused, and they were eager to explore and hunt for hidden autumnal objects. As the childminder sprinkled paper on them, they squealed with enjoyment. Children attempted to tear the paper, developing some manipulative skills. Some children repeated newly-introduced words, such as 'twigs', 'acorns' and 'hedgehog', extending their vocabulary.
- Children are supported to explore different festivals, such as Chinese New Year and Diwali. Following the restrictions during the COVID-19 pandemic, the childminder re-introduced visits and outings. For example, at Chinese New Year, they visit the city centre. They look at the Chinese arches, and shop for Chinese food, which they taste back at the childminder's home. Children dress up in Chinese-style clothes and they make decorations. This helps to raise children's awareness of the diverse community in which they live and helps to prepare them for life in modern Britain.
- The childminder and the children visit the park weekly. Children climb and swing, developing their upper-body strength. They are supported to take risks and climb further with an adult close by to help keep them safe. They explore the wooded area and, on rainy days, splash in puddles. They see squirrels and learn to identify different birds and trees. These experiences contribute positively to children's physical development and their understanding of the world around them.
- Parents speak highly of the childminder and have a good relationship with her. They welcome the daily communication and feel their children make good progress with their social skills. Before children start school, the childminder prepares a report to share information about children's development. This helps to ensure children's needs are understood.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good knowledge of different aspects of child abuse. She can recognise signs of abuse and knows what to do if she suspects abuse has taken place. She has ensured that her assistant has been trained in administering paediatric first aid, and in safeguarding children. The setting is safe, and a daily risk assessment is completed indoors and outdoors. Outings are risk assessed and parental permission obtained, including for children who are to be cared for by the

assistant. The childminder teaches children how to stay safe, such as warning them about 'stranger danger' and not to touch dogs without the owner's and childminder's permission.

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

**To meet the requirements of the early years foundation stage, the provider must:**

	Due date
organise the indoor space in a way that ensures there is sufficient space to meet the care and learning needs of the number and ages of children present	16/01/2023
plan and implement a curriculum that helps all children to make consistently good progress across the early years foundation stage, with increased focus on children's communication and language development.	16/01/2023

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

- consistently consider how to promote the learning of every child when planning activities so that they are able to make the most of the experiences provided
- improve opportunities for children to develop the characteristics of effective learning, including the ability to make independent choices, and to explore and expand their own play ideas and thinking.

## Setting details

<b>Unique reference number</b>	500236
<b>Local authority</b>	Manchester
<b>Inspection number</b>	10234551
<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>	0 to 10
<b>Total number of places</b>	6
<b>Number of children on roll</b>	13
<b>Date of previous inspection</b>	5 December 2016

## Information about this early years setting

The childminder has been registered since 1991. She works from her own home in the Burnage area of Manchester. The childminder works with two other registered childminders or an assistant. She operates all year round, from 7.30am until 6pm, Monday to Friday, except for one week in the summer and one week at Christmas. The childminder holds an early years qualification at level 3.

## Information about this inspection

### Inspectors

Dawn Day  
Angela Rowley

### Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 pandemic began. An inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The childminder spoke to the inspectors about their intentions for children's learning.
- The inspectors observed the quality of education being provided and assessed the impact this has on children's learning.
- An inspector carried out a joint observation with the childminder.
- Parents shared their views of the setting with an inspector.
- Children spoke with the inspectors during the inspection.

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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