

Childminder report

Inspection date: 16 December 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 and safe at this warm and friendly setting. The childminder makes sure that she gets to know children well during the initial settling-in period. This helps children to settle and to be valued and fully included in the setting.

Children are positive and are eager to engage in the different activities on offer. For example, children become excited while dancing and moving along to music. They build their large-muscle skills by using scarves to make circle movements in the air. Children develop their creativity while gluing collage materials together and while making pictures with felt tip pens. They take pleasure in exploring natural objects. For example, children relish the opportunity to simply fill and empty paper bags with apples. Babies join in with these activities and enjoy sensory experiences, such as feeling the texture of lentils with their hands. Outdoors, children develop their balance while riding bicycles. They stack wooden blocks and say, 'I am making a house'. Children notice the frost and comment that it is, 'a bit icy'. They make marks on the outdoor chalkboard with paintbrushes and water.

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

- The childminder believes that, 'children learn and thrive best' when they are, 'relaxed, happy and confident'. She provides children with plentiful opportunities to learn outdoors and explore nature. The childminder reflects on her practice and includes the views of her assistant, children and parents to continually enhance her setting.
- Overall, children make good progress. They access a curriculum which follows their interests and builds on their prior learning. For example, children practise their number skills while counting how many legs a spider has. However, the practice of the childminder and her assistant is not consistently high. For example, on occasion, they stand back and watch children play, rather than supporting them in their learning through skilful interactions. Group activities that the childminder and her assistant provide are not always implemented effectively to support all children's learning.
- The childminder and her assistant foster children's love of reading. They share a good range of well-chosen and meaningful books throughout the day. For example, the childminder introduces books about toothbrushing. Children listen to stories with interest. They relish joining in with nursery rhymes and with counting songs.
- Children develop a broad understanding of the world around them. They go on trips in the local community, such as to the fire station and on 'wildlife walks'. Children learn that we are all unique. For example, they learn about differences in our appearances, the languages we speak and our family types. Children find out about festivals, such as Hanukkah. These experiences help to prepare

children for life in modern society.

- Care practices are, in the main, good. The childminder and her assistant promote children's independence. For example, children help to hand out the resources in readiness for an activity. They persevere while putting on their coats. Children eat nutritious foods. However, the childminder and her assistant do not always follow robust hygiene routines, to fully promote children's good health. For example, they do not teach children the importance of covering their mouths when they cough and sneeze. In addition, children did not wash their hands before eating their morning snack.
- Children's behaviour is good. They play well together and told the inspector that, 'sharing is caring'. Children show kindness towards others. Babies look at each other while waiting for lunch. They interact together by babbling and gently patting their friend's hand.
- Partnership working is strong. The childminder and her assistant work well together. They have effective links with external professionals and local schools. Parents praise the childminder and her assistant for providing, 'the best care and love'. Parents find that the regular updates about their children's experiences and progress help them to support their children's learning at home.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her duties in ensuring that all members of the household and assistants are suitable to be around children. She knows the steps to take in the event of an allegation against herself, her assistant or a household member. The childminder disseminates regular safeguarding knowledge to her assistant. They know the local referral procedures to follow should they have concerns about children's welfare. The childminder and her assistant understand safeguarding issues, such as spiritual possession and the 'Prevent' duty. The premises are safe and secure.

What does the setting need to do to improve?

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

- develop further the knowledge and skills needed to raise practice to a consistently high level and to support children's learning more effectively
- strengthen hygiene routines, and teach children the importance of these, to better promote children's good health.

Setting details

Unique reference number	500342
Local authority	Manchester
Inspection number	10263231
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 4
Total number of places	8
Number of children on roll	12
Date of previous inspection	25 April 2017

Information about this early years setting

The childminder registered in 2009 and lives in Didsbury, Manchester. She operates Monday to Friday, all year round, except for family holidays. Sessions are from 8am to 5.15pm. The childminder holds an early years qualification at level 3. She is registered to work with an assistant.

Information about this inspection

Inspector

David Lobodzinski

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 his evaluation of the setting.
- The childminder and the inspector completed a learning walk.
- The inspector held discussions with the childminder, the assistant and children.
- The inspector observed the interactions between the childminder, the assistant and children throughout the inspection and evaluated the impact on children's learning.
- Parent views were gathered by the inspector, through written comments and a discussion.
- An observation of an activity was carried out, and the inspector and the childminder discussed this afterwards.
- Relevant documentation was reviewed by the inspector, including evidence of the training of the childminder and the assistant.

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
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
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