

# Childminder report

---

Inspection date: 17 November 2022

<b>Overall effectiveness</b>	<b>Good</b>
------------------------------	-------------

---

The quality of education	<b>Good</b>
--------------------------	-------------

Behaviour and attitudes	<b>Good</b>
-------------------------	-------------

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

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

Overall effectiveness at previous inspection	Good
--	------

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

### The provision is good

Children are happy in the care of the kind and nurturing childminder. They consistently demonstrate that they feel safe and secure in her presence. Children happily engage with the childminder as they participate in activities. They have positive attitudes to learning and show their confidence as they try new things. Children behave well because the childminder has high expectations of children. They understand what she expects of them. There are clear rules in place to help children understand right from wrong. Children are polite and consistently use beautiful manners. They show respect for one another.

The childminder uses children's interests to engage them in their learning. Children who love animals enjoy 'animal' yoga. They develop their coordination and strength as they roar and stomp like an elephant and stretch and hiss like a snake. The childminder provides a wide range of opportunities that enhance and complement children's experiences. She is aware that, as a result of the pandemic, some children need to extend their social skills further. To address this, the childminder and her co-minder provide opportunities for children to play and socialise with other children at local playgroups. This helps children to become confident in social situations.

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

- The childminder wants every child to succeed and achieve their very best. She has created a curriculum that is engaging for all children. The childminder provides high quality in both care and education. She plans her curriculum based on children's interest and adapts experiences to fit each child's assessed needs. As a result, children make good progress.
- Older children actively explore the learning environment. The available resources interest them. As a result, older children are motivated to play and learn. However, at times, the playroom is busy. This sometimes limits the space available for babies and younger children to safely explore. This means younger children are not always able to independently follow their emerging interests.
- The childminder extends her knowledge and completes training. However, this is mostly mandatory training. This means professional development opportunities are not focused precisely enough to further raise the quality of teaching to a higher level.
- Children's language development is a priority of the childminder. The childminder models correct language; she asks children thought-provoking questions that start lively discussions and engage children to work together. Children discuss what songs they would like to sing and select pictures to represent their choices. This helps children develop their communication skills.
- Children explore the community in which they live. They learn to be respectful

and value people who help them, such as the emergency services. The childminder forms a network with other local childminders. They meet up and engage in large-group activities, such as attending playgroups and visiting local woods. This helps children to enhance their social development.

- Care routines are effective. The childminder reminds children to cover their mouths when they cough. Children wash and sanitise their hands before and after mealtimes and after they use a tissue. Children learn good hygiene practices.
- The childminder ensures children have a range of opportunities to develop their physical strength, both inside and outdoors. Children eagerly eat a range of vegetables at lunchtime and discuss how drinking water helps them to stay healthy. This supports children to gain a good understanding of how to build their physical health.
- Parents are involved in their children's learning. The childminder provides parents with daily updates and photos of their children's experiences. She also gives parents ideas of how to support children's learning at home. As a result, children benefit from a consistent approach to their development.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her role and responsibility in protecting children from the risk of harm. She is alert to the possible indicators that identify when a child needs help. She is aware of the relevant agencies to contact for guidance or for making a referral. The childminder and her co-minder have completed relevant training to secure their knowledge and understanding of their responsibility to keep children safe. The childminder is clear what she should do if there are any safeguarding allegations made about any of her household members and assistants. She ensures her home is safe and secure, and she is vigilant in her supervision of children.

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

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

- develop ways to engage in professional development opportunities to raise the quality of teaching even further
- consider the organisation of the learning environment so babies and younger children have increased opportunities to independently learn and explore.

## Setting details

<b>Unique reference number</b>	EY480182
<b>Local authority</b>	Manchester
<b>Inspection number</b>	10236430
<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>	1 to 10
<b>Total number of places</b>	6
<b>Number of children on roll</b>	7
<b>Date of previous inspection</b>	16 March 2017

## Information about this early years setting

The childminder registered in 2014 and lives in the Chorlton area of Manchester. She works with another registered childminder. The setting operates all year round, from 3.30pm to 5.30pm on Monday and 8am to 5.30pm Tuesday to Friday, with the exception of family holidays. The childminder holds an appropriate qualification at level 2.

## Information about this inspection

**Inspector**  
Deborah Magee

### 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 childminder and the inspector had a learning walk together to discuss the childminder's intentions for children's learning.
- The inspector observed the quality of education being provided, indoors and outdoors.
- The childminder and the inspector discussed how the curriculum is implemented and the impact that this has on children's learning.
- The childminder provided the inspector with a range of documentation on request.
- Parents and children shared their views with the inspector.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2022