

Childminder report

Inspection date: 9 January 2023

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 develop well with this caring childminder. The childminder warmly welcomes all children and their families into her home. She provides a range of engaging learning opportunities which help children to develop the skills required for their future learning. For instance, children learn how to safely use a knife to spread tomato purée, as the childminder supports them to make pizzas. Children demonstrate a positive attitude to their learning. For example, the childminder offers them plenty of support and encouragement when they encounter challenges in their learning. The childminder teaches children how to become sociable and well mannered. When children tidy up, they quickly say to one another, 'do you need any help?'. Subsequently, children learn how to get on well with their peers.

The childminder places emphasis on the healthy development of all children. She ensures that children are offered a healthy diet. Children are taught that some drinks are not good for their teeth. Children, including those who are learning English as an additional language, are making good progress in their language development. The childminder uses songs and rhymes to help children learn new words and understand the world around them. Children excitedly join in with the words and actions demonstrating their growing confidence .

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

- The childminder uses her knowledge of how young children learn to offer a varied curriculum. However, she does not always plan precisely enough to enhance each individual child's learning and development to the highest level. For example, sometimes activities do not provide sufficient ambition for what the child can achieve. Older children easily complete their matching activities, but the childminder does not provide further learning to extend their knowledge. Despite this, children make good progress in their learning.
- The childminder is a positive role model. Children learn about the expected behaviours through sensitive teaching. For example, the childminder reminds children that 'we say excuse me' instead of pushing in. She intervenes sensitively when children find it difficult to share. Consequently, children are courteous and kind to one another.
- Children are developing good communication skills. The childminder talks to children about what she is doing, which enables them to develop conversation skills. For instance, children learn the word 'aubergine', as the childminder tells them during a discussion that it is a vegetable . The childminder understands a range of factors that can affect speech, language and communication development. She shares this knowledge with parents, so that they can support their children.
- As children go about their daily activities with the childminder, they are provided

with some opportunities to be independent. For example, they clean the table before snack and wipe their hands after eating. However, the childminder does not ensure that children are consistently developing their independence skills. For instance, she does not encourage children to put their own wetsuits on or to help prepare the snack.

- Children enjoy taking daily exercise in the childminder's garden and at local parks. Their physical development is promoted as they learn to ride bicycles, push prams and climb on apparatus. This helps to encourage their good health and well-being.
- The childminder plans regular trips out into the local community and beyond. This supports children to gain knowledge about the world around them. The childminder values the cultural differences of the children and families that attend. She celebrates relevant festivals, such as Chinese New Year. In addition, she enhances her setting with resources that reflect the cultures of the children who attend. This helps all children learn about the similarities and differences between themselves and others. They are well prepared for life in modern Britain.
- Partnerships with parents are strong. Parents value the support that the childminder offers. They are invited to engage in assessments of their children's progress. Parents jointly agree future targets for their children. They receive information relating to their child's experiences through electronic communication from the childminder, and therefore feel well informed about the care their child receives.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has undertaken recent safeguarding training. She has a broad understanding of a range of safeguarding issues, such as cuckooing and female genital mutilation. This means she is alert to the signs and symptoms of abuse, neglect and exploitation. The childminder knows what to do should she have any concerns about the children in her care. She has a valid paediatric first-aid certificate. The childminder maintains her home effectively to minimise risks to children. She undertakes daily checks to help ensure the premises are safe and secure. The vehicle that the childminder uses to transport children is appropriately maintained. This helps to keep children safe on their journeys.

What does the setting need to do to improve?

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

- further develop the curriculum for individual children to ensure they make the best possible progress
- provide more opportunities to allow children to continue to develop their

independence.

Setting details

Unique reference number	EY444950
Local authority	Manchester
Inspection number	10264954
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	1 to 5
Total number of places	6
Number of children on roll	9
Date of previous inspection	30 June 2017

Information about this early years setting

The childminder registered in 2012 and lives in Withington area of Manchester. She operates all year round, from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 2. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Lois Hulley

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 their evaluation of the setting.
- The childminder showed the inspector the premises and discussed how they ensure those are safe and suitable.
- The childminder and the inspector discussed how the childminder organises their early years provision including the aims and rationale for their curriculum.
- The childminder spoke to the inspector about children's learning and development with a particular focus on communication and language.
- The inspector spoke with the childminder about the leadership and management of the setting.
- Children communicated with the inspector during the inspection.
- The inspector observed the interactions between the childminder and children.
- 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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