

Childminder report

Inspection date: 16 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 enjoy their time with the childminder and grow in confidence, as they are supported to explore the things that interest them. For example, children enjoy learning about dinosaurs and explore this further in a dinosaur area the childminder has created for them outdoors. Children demonstrate positive attitudes to learning. They are polite, use their manners and build good relationships with each other. For example, younger children cuddle older children, and they are respectful of each other. Children learn about what makes them unique. For instance, they take pleasure in looking at themselves in the mirror before making their faces using play dough, supported by a book about feelings.

Children are making good progress in their learning and development because the childminder has high expectations of what they are capable of. For instance, children are enabled to put on their own coats and wellies. Children are learning about the world around them and the natural environment. For example, they enjoy nature walks and observing ducks in the local pond. Children are learning about cause and effect. They watch what happens when they roll cars backwards and forwards, and shake instruments exploring the sounds they make.

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

- The childminder uses a good range of vocabulary with children. For example, as they play with dough she talks about 'squashing' it. She introduces words such as 'smooth' and 'fluffy', to describe the feeling of the different fruit they are modelling. This helps children make good progress in their communication and language skills.
- The childminder promotes children's healthy lifestyles. For instance, she reads stories about going to the dentist. She also creates role-play situations introducing good health, so that children can test out their own ideas. This helps them to learn about how to keep themselves healthy.
- The childminder encourages the children to be independent. For example, the children peel and chop their own bananas. This helps children to become competent at undertaking tasks for themselves.
- The childminder builds close relationships with children. For example, she cuddles them when they are getting tired and tickles them during changing time. Children are happy and secure in the childminder's care.
- The childminder works closely with other professionals so that children's individual needs can be met. However, she does not always gather information from settings that children have previously attended. As a result, she is not able to build upon children's learning elsewhere.
- The childminder places an emphasis on providing activities for children that promote their sensory development. For example, children have baskets of toys

and books that make different sounds or have different textures, and they go for walks where they can splash in puddles. This helps children to develop their investigation and exploration skills.

- Children experience many opportunities to help them develop their fine motor skills. For instance, they squeeze pegs as they place them on metal pots and make marks using crayons on logs outdoors. This helps to strengthen their hand muscles and prepares them well for early writing.
- The childminder provides books for children that are linked to their play and makes them freely available. Children choose stories that interest them and that they want to read. This helps children to develop a love for books.
- The childminder is conscientious, reflects on the provision she offers to children and identifies improvements. For example, she recognises that children enjoy exploring natural materials, and adds a giant mortar and pestle into their play. This enables children to extend their ideas further and helps to develop their large physical skills.
- The childminder uses the daily routine to teach children about safety. However, she has not incorporated teaching about the risks of technology and the internet into her curriculum. This means children are reliant on gaining this subject knowledge elsewhere.
- The childminder supports children to behave well. She offers lots of praise and encouragement, and explains to the children the expectations of them throughout the day. For example, she supports children to help to tidy up the toys and resources. This helps to prepare them for future learning.

Safeguarding

The arrangements for safeguarding are effective.

The childminder creates a safe environment for children to play in. For example, she supervises them well while they play on the decking outdoors, and places material runners on the tiles indoors so that children do not slip. The childminder has a good knowledge and understanding of the signs and symptoms of abuse, and she knows how to respond if any concerns arise about children she cares for. This includes the potential signs of female genital mutilation and radicalisation. She is clear what to do if any allegations were to be made against her or a family member.

What does the setting need to do to improve?

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

- adapt the curriculum to support children in developing their awareness of how to use technology safely
- extend communication with other settings that children attend in order to build upon their existing learning.

Setting details

Unique reference number	EY485000
Local authority	Manchester
Inspection number	10264408
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 10
Total number of places	12
Number of children on roll	14
Date of previous inspection	14 June 2017

Information about this early years setting

The childminder registered in 2015 and lives in the Moston area of Manchester. The childminding setting operates Monday to Friday, from 7.30am until 5.30pm, all year round, except for family holidays. The childminder receives funding for the provision of free early education for two- and three-year-old children.

Information about this inspection

Inspector

Joanne Ryan

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 showed the inspector the premises and discussed how they ensure those safe and suitable.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- Children spoke to the inspector during the inspection.
- The inspector observed the interactions between the childminder and children.
- Parents shared their views of the setting with the inspector.
- 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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