

Childminder report

Inspection date:

17 January 2023

Overall effectiveness

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

Met

What is it like to attend this early years setting?

The provision requires improvement

Children sometimes move quickly from one activity to another without engaging in deep-level learning. The childminder is still developing her teaching skills and does not always have consistently high expectations of what children are able to achieve. There are occasions when children display unwanted behaviour, which mostly occurs when they lack challenge. Despite these weaknesses, children demonstrate positive attitudes to learning and are making progress in their learning and development.

Children are happy in the childminder's care and confidently tell the childminder what they want to do. Children are polite and use their manners. For example, they say 'thank you' as the childminder gives them fruit. Children enthusiastically take part in activities. For example, they enjoy dressing up and pretending to be different characters. Children are confident in their interactions with other people, including visitors. For example, they demonstrate self-assurance as they pretend to make food for others and talk about what they are making. Children benefit from outings in the local community. For instance, they visit the library so that they can develop a love of books, and play on the equipment at the park.

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

- The childminder provides activities that children enjoy to participate in. However, children do not benefit from high-quality interactions. For example, the childminder asks children what they are doing as they play but does not use these opportunities to fully extend children's thinking. This means that some activities lack challenge for children.
- The childminder has had a break from caring for younger children and has just returned to looking after this age group. Consequently, she has not completed relevant training and professional development. This means that she has not been able to reflect on and improve her practice up to a consistently good standard.
- On the whole, the childminder supports children to behave well. She offers praise and encouragement to build children's confidence. However, as she has just returned to childminding, she is still building up the resources available to children. This means that children are not always fully stimulated, which causes disputes over the use of the toys.
- Children have good opportunities to access fresh air, participate in exercise and eat healthy foods. For example, they enjoy playing out in the back garden, can control the football well and benefit from healthy food. This helps children to participate in healthy lifestyles.
- Good hygiene procedures are in place, and the childminder teaches children why these are important. For example, children wash their hands before they eat

their snacks, and the childminder explains how this helps to remove germs. This helps children to learn about the importance of cleanliness and supports their good health.

- Children have the opportunity to practise using their fine motor skills. For example, they are able to manipulate dough and use rolling pins well. This helps children to develop the strength in their hands, which prepares them for early writing.
- The childminder mostly supports children to be independent and manage their own needs. For example, children use the toilet without any support and peel their own fruit at snack time. This helps children to become confident in their own ability and competently carry out tasks for themselves.
- Children are starting to develop their imagination and creativity skills as they play. For example, they enjoy experimenting with the patterns they can make with paint and exploring what happens when they add paint to their hands. This supports children to test out their own ideas and thoughts.
- The childminder uses some mathematical language with children as they play. For example, she asks them if they are going to 'fill' their containers with sand and if they want 'more'. This helps children to learn about quantity.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is aware of the signs and symptoms of abuse. She has thought about the things she might observe that could cause concerns. The childminder knows what to do if any worries do arise. The childminder has created a safe environment for children to play in. For example, she adds a cushioned mat to the bottom of the slide to reduce potential risks to children. The childminder has completed paediatric first-aid training. She understands the process to follow if an allegation of abuse is made against herself.

What does the setting need to do to improve?

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

	Due date
participate in professional development in order to identify improvements to practice and provide consistently good care and education	12/02/2023
provide high-quality learning activities and effective teaching so that all children can make good progress in their learning and development.	12/02/2023

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

- ensure that children are provided with adequate stimulation in order to minimise any incidents of negative behaviour.

Setting details

Unique reference number	EY414235
Local authority	Manchester
Inspection number	10264953
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	2 to 11
Total number of places	6
Number of children on roll	2
Date of previous inspection	30 June 2017

Information about this early years setting

The childminder registered in 2010 and lives in Manchester. She operates all year round from 9am to 2pm, Monday to Friday, except for bank holidays and family holidays.

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 she ensures that they are safe and suitable.
- The childminder and the inspector had 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 the 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.

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.

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/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: 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
W: www.gov.uk/ofsted

© Crown copyright 2023