

Childminder report

Inspection date: 19 January 2023

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

The childminder provides a safe and welcoming environment. She gathers lots of information from parents about children's individual needs. The childminder uses the information to help children feel settled in her care. They have subsequently developed strong bonds with her. Children are helped to be polite and show respect to adults and each other. They use their manners and respond positively to praise. The childminder helps them to understand how to manage their own personal needs. She talks to children about healthy lifestyles, including how to look after their teeth and eat foods that are good for them. This helps them to develop good personal hygiene habits and supports their independence.

Children are relaxed, confident and enthusiastic learners. They have lots of opportunities to make their own choices freely from a wide range of toys and equipment. Children articulate their wishes well, as they invite the childminder to read their favourite story and then listen attentively. The childminder ensures children have lots of opportunities to develop their physical skills through playing in the garden or visits to the park. She also helps children learn about parts of their local community during visits to the local library and shops.

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

- Since registration, the childminder has accessed regular training which has helped her keep up to date. This includes changes in legislation and safeguarding issues. The childminder is committed to continually improving the quality of her provision for children and she evaluates her provision well. However, she has not given sufficient priority to building a two-way working relationship with other settings that children attend. This means her planning does not complement other learning as well as possible.
- The childminder accurately assesses and tracks children's development. This helps her to understand what they know and can do. This also helps her establish a clear curriculum intent. The childminder plans learning experiences that support children to gain new knowledge and skills, and to make good progress in their learning. For example, as she encourages children to find small objects in the sand, they are helped to develop the small hand and finger muscles that will support their later writing.
- The childminder offers lots of encouragement and helps children to not be disheartened if they do not succeed at a task. As a result, children show determination. They concentrate well as they fill sand moulds to create a sand animal. Children learn to problem-solve and recognise that they need to fill the mould fully in order to produce the animal successfully. They giggle when praised and show great pride in their achievement. Children are developing positive attitudes to learning.

- All children are making noticeable progress in all areas of learning. As children play and respond to questions from the childminder, they demonstrate how successfully their learning is embedded. Children respond confidently when naming shapes and numbers and recognising the smallest and largest objects. Additionally, they successfully place numbers in numerical order. The childminder supports children to make particularly good progress with mathematics.
- The childminder helps to close identified gaps in children's learning, in particular their communication and language. She skilfully helps children to develop their vocabulary. The childminder models speech clearly and uses songs and books to introduce lots of new words. Children demonstrate that they are superb communicators and confidently chat to the inspector.
- Working in partnership with parents is given high priority by the childminder. Parents comment that they appreciate the care and commitment that the childminder provides. They note that their children are making great progress and that their communication and language have improved. They commend the childminder for enabling children to develop a love of drawing and painting. The childminder makes good use of information from parents to help shape her provision in response to children's needs.
- The childminder provides many opportunities for children to learn about their community. She provides books and toys that represent other cultures and she helps children learn about the celebration of festivals in other faiths. Children have positive social attitudes and they learn about diversity and the world around them.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure understanding of her responsibility to safeguard and protect children in her care. She keeps her child protection knowledge up to date. The childminder is very aware of possible signs of abuse. She is also aware of the procedures to follow should she become concerned about a child's welfare or well-being. The childminder supervises children closely and helps them to understand how to keep themselves safe when on outings. For example, children are taught not to speak to strangers. The childminder has attended first-aid training and can respond to any accidents or injuries.

What does the setting need to do to improve?

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

- establish communication with other settings that children attend, using shared information about children's experiences and progress to help to build even further on what children know and can do.

Setting details

Unique reference number	2574997
Local authority	Manchester
Inspection number	10250891
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 5
Total number of places	6
Number of children on roll	3
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2020 and lives in Moss Side, Manchester. She operates all year round, from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays.

Information about this inspection

Inspector

Alison Tranby

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.
- A tour of the childminder's home was completed. The childminder explained how she sequences her curriculum and the intended learning opportunities for the children.
- The inspector spoke to children to find out about their time at the setting.
- Consideration was given to parents' written comments.
- The childminder and the inspector evaluated an activity.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- Relevant documents were reviewed by the inspector, including evidence of training undertaken by the childminder.

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