

Childminder report

Inspection date: 25 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

The childminder and her assistants provide a warm and welcoming atmosphere. Children bounce with excitement when their friends arrive at the setting. At a young age, children develop warm and loving relationships with each other. This demonstrates the positive attitudes that children are forming towards others.

Children behave extremely well. They help the childminder to tidy up their toys. This is a group activity for children to develop their skills of working together. The childminder encourages children to use their manners and praises them when they do so. Children respond to gentle guidance from the childminder as they follow simple instructions. They are learning about expectations so that they can start managing their own behaviour.

Children display positive attitudes to learning. They show eagerness to join in with learning experiences that adults plan for them. Through these experiences, children are given the opportunity to take a lead in their learning. For example, during a craft activity, children created their own pictures using different shapes. The children then extended the activity by adding mark-making resources, which the assistant encouraged. Children develop a variety of skills through experiences the childminder and assistants provide.

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

- The childminder builds on what children already know and can do. For example, the childminder encourages children to count accurately by counting everyday objects. This helps children to count in sequence, which supports their early mathematical development.
- Children have opportunities to learn about their feelings. For example, children make faces on a chalkboard to demonstrate happy and sad faces. The childminder talks to the children about these faces and their feelings. This helps young children to develop an understanding of their emotions.
- The childminder and her assistants help to extend children's language. They introduce new words in play. However, they do not consistently develop children's speaking skills. For example, at times, the childminder and assistants ask very basic questions, which does not challenge children's thinking.
- The childminder has clear expectations. She talks to the children so that they understand how to manage their own behaviour. This works very well in practice. For example, children share toys with their friends and play games as a group. These experiences also help to develop their social skills.
- The childminder provides children with lots of opportunities to learn about respect and individuality. For example, they enjoy looking at books about 'being yourself'. This helps children to learn about similarities and differences.

- The childminder values children's opinions. For example, the children helped to design the childminder's garden. As part of the renovation, the childminder actively sought all the children's views. She took parts of each child's design to create the outdoor space. This helps to give children a sense of belonging.
- Parents express how well their children settle. They state that the childminder supports their children's needs. The childminder and her assistants spend time during the day getting to know the children and forming bonds with them. The childminder also works closely with parents and shares ideas, such as encouraging children to try new foods. This works well in practice because children are eager to sample new foods, such as fish dishes at lunchtime. Partnership with parents is strong.
- Children are given some opportunities to develop their independence. They make independent choices in their play. However, the childminder and assistants do not consistently provide opportunities to help children to develop their self-care skills. For instance, they wash children's hands for them. This does not entice children to do things independently.
- The childminder has positive relationships with outside agencies. She works closely with other professionals, which provides continuity for children. The childminder is also aware of community support networks. As a result, she is able to signpost parents to local agencies so they can get the support they need. This partnership working is hugely beneficial for children and their families.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistants regularly update their training. They demonstrate a good understanding of safeguarding children and know what to do if they have a concern. The childminder works with her assistants and identifies areas to improve. For example, she recently supported her assistants to enhance further their safeguarding knowledge. The assistants have embraced support from the local authority advisers to ensure they are up to date with all aspects of child protection. The childminder and her assistants are qualified to administer first aid. This means they can respond promptly if a child sustains an injury.

What does the setting need to do to improve?

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

- strengthen knowledge of how to support children's language development to promote children's thinking
- provide opportunities for children to develop independence in their self-care skills.

Setting details

Unique reference number	500352
Local authority	Manchester
Inspection number	10271343
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 11
Total number of places	18
Number of children on roll	24
Date of previous inspection	4 December 2018

Information about this early years setting

The childminder registered in 2000 and lives in Wythenshawe, Manchester. She operates all year round, from 6.30am to 6.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder works with two assistants and provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Joanne Valek

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 provider.
- We carried out this inspection as a result of a risk assessment, following information we received about the provider.
- The childminder showed the inspector the premises and discussed how they ensure it is safe and suitable.
- The childminder spoke to the inspector about children's learning and development.
- Children spoke to the inspector during the inspection.
- The inspector talked to the assistants at appropriate times during the inspection and took account of their views.
- The inspector observed the interactions between the childminder, the assistants and children.
- The inspector carried out a joint observation of a creative activity with the childminder.
- The inspector spoke to several parents during the inspection and took account of their views.
- 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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