

Childminder report

Inspection date: 6 February 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 play happily in the company of the experienced, well-qualified childminder. They confidently choose toys and lead their own play. This shows that children feel secure. Children busily explore the contents of a basket of toy animals. Toddlers say the names of some of the animals. They listen carefully when the childminder tells them what other animals are called. This helps children to continuously add to the number of words that they know. Babies demonstrate their imagination when they help the little bear to ride on a cow's back. The game shows that they are beginning to understand the world. Children make good progress in their learning.

The childminder communicates and reinforces her high expectations for children's behaviour. She models polite conversation and reminds children to say please when they ask for things. This helps children to form positive relationships. They become close companions, who play together well. Parents and carers say that their children are 'in safe hands' with the 'warm and welcoming' childminder. They particularly praise the interesting outings that she organises. For instance, the childminder takes the children to a sea-life centre. Parents feel well informed about daily events. They like receiving the photos that the childminder sends to them via a secure online app.

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

- The childminder seeks out information that helps her to improve the quality of her provision. Recent training about children's oral health prompted her to monitor more closely the sugar content of the food that she provides. However, there are instances when the childminder does not help children to think about how much food they need to eat to satisfy their appetites. This compromises children's capacity to make the very healthiest choices about their diet.
- The childminder plans engaging activities that continuously extend children's knowledge. Children show obvious interest when she tells them that they are going to make pink paint. They are fascinated to see that adding more white paint changes the colour. Children proudly cover the paper in their very own shade of pink. Their enjoyment and sense of achievement is clear.
- The childminder notices which words interest children. She often identifies a 'new word of the day' that she shares with parents. This supports parents to continue children's learning at home. Today the word that children return to is 'pink'. The childminder talks about 'perfect pink'. Her alliteration of words helps children to notice initial sounds. This prepares them for learning to read.
- Children find out that numbers are used for different purposes. They learn to say numbers in order. They know that when a rocket is taking off, the numbers go backwards. The childminder teaches children that numbers tell us how old we are. Children copy her when she points to the numbers that match their age.

They begin to understand that written numerals tell them 'how many'.

- The childminder demonstrates knowledge of how children develop. She generally sequences their learning effectively. However, there are occasions when activities are not matched precisely enough to what children need to learn next. For example, the childminder asks toddlers to trace along dotted lines with a pencil. The task is not meaningful or appropriate and children fail. It does not help to motivate their swiftest progress.
- Children gain independence as they grow. The childminder celebrates the efforts of babies, who bravely take their first steps into open space. Toddlers have a good try at putting their coats on and taking them off. They persevere when the zip is hard to unfasten right to the bottom. Children are ready to start school or nursery when the time comes.
- The childminder includes a wide variety of outings in her curriculum. She uses the rich experiences to help children to make links in their learning. When children play with a toy clownfish, the childminder reminds them about the real clownfish that they watched at the sea-life centre. The outings help children to feel part of their local community. They find out about the wider world.

Safeguarding

The arrangements for safeguarding are effective.

The childminder demonstrates a confident understanding of child protection matters. She completes training that helps her to keep abreast of the types of abuse that children may experience. She knows the action she must take if she has concerns about children's welfare. The childminder teaches children rules that keep them safe. For example, babies sit on her knee until their mouths are empty of food. This helps to prevent incidents of choking. The childminder completes required records and shares them with parents. This includes records of children's accidents and the first aid she administers.

What does the setting need to do to improve?

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

- sequence the curriculum, so that activities build more precisely on what children already know and can do
- help children to make informed choices about how much food they eat.

Setting details

Unique reference number	EY385873
Local authority	Manchester
Inspection number	10265187
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 2
Total number of places	6
Number of children on roll	2
Date of previous inspection	26 May 2017

Information about this early years setting

The childminder registered in 2008 and lives in Fallowfield. Her provision operates all year round, from 7.30am to 5.30pm, Monday to Thursday, except for bank holidays and family holidays. The childminder holds a qualification at level 3. She is eligible to provide funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Susan King

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 described her approach to planning the curriculum. The inspector and the childminder discussed and evaluated the implementation and impact of the curriculum.
- The inspector observed interactions between the childminder and the children. She spoke with and listened to children.
- The inspector read written feedback from parents. She took account of parents' views.
- Documents used in the childminder's setting were sampled by the inspector. The inspector checked evidence of the suitability of the childminder and members of her household.

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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