

# Inspection of Didsbury Childminding Services

8 Gawsworth Avenue, MANCHESTER M20 5NF

---

Inspection date: 1 February 2023

<b>Overall effectiveness</b>	<b>Good</b>
------------------------------	-------------

---

The quality of education	<b>Good</b>
--------------------------	-------------

Behaviour and attitudes	<b>Good</b>
-------------------------	-------------

Personal development	<b>Good</b>
----------------------	-------------

Leadership and management	<b>Good</b>
---------------------------	-------------

Overall effectiveness at previous inspection	Good
--	------

## **What is it like to attend this early years setting?**

### **The provision is good**

Children enjoy days of fun and adventure in this home-from-home setting. They arrive happily and settle quickly, showing that they feel safe as they are greeted by the welcoming staff team. Children develop a love of reading and respect for books. They can be seen throughout the day looking at favourite books independently or having them read to them by the staff team. Babies develop the skills to turn pages by themselves and toddlers recall the next words in their favourite book. Older children verbalise their deeper knowledge of characters by, for example, being able to tell staff why the 'Big Bad Wolf' can blow down some houses and not others. Pre-school children rise to the challenge of learning about letter and the sounds they represent and how rhyming words always have the same sound at the end of the word.

Children benefit from regular outings in the local community and beyond. Trips out to parks, forest school and the library are a part of the regular routine. This helps children to become familiar with their local area. They develop road safety knowledge, and are exposed to experiences they might not otherwise have at such a young age. On more ambitious outings, children travel on public transport, explore cultural centres and even dine out at restaurants with staff. Children's health is well supported. They learn why it is important to brush their teeth and enjoy nutritious meals. Children benefit from a range of physical activities that develop their balance, coordination and spatial awareness.

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

- Leaders have a precise and appropriate understanding of what children need to learn, and why. As a result, they have designed a curriculum which is strongly underpinned with a focus on communication and language development.
- Staff assess children soon after they start attending the nursery, to accurately identify children's level of development. Should additional support be needed, particularly in relation to communication, this is sought without delay.
- Staff help children to develop strategies to manage their own emotions in a positive manner. Additionally, they teach children to celebrate and recognise what makes each of them unique. Children are praised for their successes and for their resilience. This contributes to children becoming confident and considerate individuals.
- Staff read to children of all ages regularly throughout the day, introducing rich and varied vocabulary. They model speech very well and children hear and mirror their good pronunciation. Children's language development is a real strength. Babies babble along with songs. Toddlers begin to put together short sentences, use their friends' names, and identify colours. Pre-school children talk confidently in complex sentences. Children make rapid progress in their

communication skills, and become fluent speakers.

- Overall, support for children to develop their independence is positive. Staff working with babies give them chances to challenge themselves and take appropriate risks. For example, babies persevere as they crawl to the top of a small slide. Older children choose the activities they take part in and manage their own hygiene practises well. However, in daily routines, such as mealtimes, the expectations of leaders do not always happen in practice. As a result, some children are not always able to build on their independence and self-care skills. For example, some children are not developing the ability to drink from open beakers or pour their own drinks.
- Parents say they value the quality communication they receive from the nursery about how their children are progressing. They know what their child is learning about and receive information on how to extend learning to home.
- Staff members speak positively about the supportive culture at the nursery. They explain how leaders check in with them every day to see how they are. Staff talk about the regular supervisions they receive and the focus on support for their well-being. Staff have a manageable workload and have access to the training and development they need, meaning they can fulfil their job roles.
- Leaders have developed strong partnerships with the local schools. The qualified teachers at the nursery help children to learn the sounds that letters represent. Throughout the nursery, staff also introduce children to the specific foreign languages taught at local schools. This helps to prepare children for when their time comes to leave nursery and move on to school.

## Safeguarding

The arrangements for safeguarding are effective.

Leaders maintain their own deep understanding of safeguarding by undertaking regular training. Staff are knowledgeable in this area, with leaders supplementing formal training with team meeting briefings. Leaders audit staff knowledge and act promptly to put into place any additional training required. All staff can identify potential indicators of abuse and know how to report such concerns. They also know what constitutes an allegation and the procedure to follow to report concerns about a colleague. Staff and leaders are clear on their responsibilities, should appropriate action not be taken to safeguard children. Staff know children and their families well. They are alert to any changes which may lead to increased levels of vulnerability.

## What does the setting need to do to improve?

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

- help staff to consider how to better support children to develop their independence skills throughout the nursery day.

## Setting details

<b>Unique reference number</b>	EY494792
<b>Local authority</b>	Manchester
<b>Inspection number</b>	10275931
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 4
<b>Total number of places</b>	55
<b>Number of children on roll</b>	90
<b>Name of registered person</b>	Didsbury Childminding Limited
<b>Registered person unique reference number</b>	RP910986
<b>Telephone number</b>	07583084504
<b>Date of previous inspection</b>	29 August 2018

## Information about this early years setting

Didsbury Childminding Services registered in 2016. The nursery is located in the Didsbury area of Manchester and employs 32 members of childcare staff. Of these, one holds an appropriate early years qualification at level 5, six hold level 3 and six hold level 2. The nursery also employs two qualified teachers. The nursery opens Monday to Friday from 7.30am until 6pm, all year round, with the exception of bank holidays and a week a Christmas. It provides funded education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Richard Sutcliffe

## Inspection activities

- This was the first routine inspection the nursery received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with leader and has taken that into account in their evaluation of the nursery.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The manager and the inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children spoke to and communicated with the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector carried out a joint observation of a communication and language activity with the manager.
- The manager showed the inspector documentation to demonstrate the suitability of staff.

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](mailto: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/](http://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](mailto: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](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2023