

# Childminder report

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Inspection date: 20 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	Not Met (with actions)

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

### The provision is good

Children are happy and settled. They are learning how to be kind and take turns with support from this friendly childminder. They busily care for the dolls and take them for walks in the pram. They carefully settle them for a sleep and go to make some food in the play kitchen. Children are developing their imaginations as they revisit previous experiences and learning. Their behaviour is good. Children know the routine and help to set up for snack and lunchtime. They wait patiently at the table until everyone has finished. Children listen carefully to the rules and show respect to the childminder, who has high expectations of them. They are developing an understanding of what is right and wrong.

Children are developing independence. They carefully cut up the fruit at snack time under the childminder's guidance. They receive lots of praise and encouragement to 'have a go' and are learning not to give up if something is a challenge. This is helping them to build their resilience and develop a positive approach to their learning. Children enthusiastically identify numerals and match quantities. They are engaged within the activity and carefully count out the pegs. They clap in delight when they complete their counting. Children are developing their understanding of mathematical language and concepts.

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

- The childminder understands her areas of strength and areas for further development. She has systems in place to ensure that record keeping is effective. Assistants are supported to access training and develop their skills and understanding. A detailed induction pack ensures that the relevant information is shared when assistants start. This supports children to access a high-quality setting.
- Children have frequent opportunities to visit the local parks. These visits support children to learn about their local community and provides a chance to use their physical skills. They are also increasing their confidence as they access these unfamiliar and new environments. These opportunities support children to extend their understanding of the wider world around them and resilience in new situations.
- Children are developing their independence as they learn to care for themselves. They wash their own hands. At mealtimes, they use cutlery appropriately and pour their drinks. The childminder also encourages them to try and put on their own coat and shoes. This is supporting children to develop the skills they will need when they start school.
- The childminder understands the seven areas of learning. She supports children to access a range of experiences to develop their mathematical and literacy skills. However, some of the activities do not consider the individual child. For

example, children are learning letters and the sounds they represent. Planning has involved children working their way through the alphabet. The childminder has not considered using the letters children are more familiar with as their starting point. This is because the childminder understands the early learning goals but has not sequenced learning so that it is more relevant to the individual children.

- Children with special educational needs and/or disabilities are well supported. The childminder works closely with parents to address any developmental concerns. Children's communication development is a key area of focus for the childminder. Children are assessed frequently using a communication audit tool. This identifies any gaps in children's development. The childminder offers frequent early intervention work to support them to make good progress. The childminder will refer them for additional support if she has concerns about a child's progress. As a result, all children are making good progress.
- Parents explain that their children enjoy coming to the childminder and describe her as caring and nurturing. They say that their children are making good progress, particularly with their confidence and speaking. Parents appreciate all the trips and new experiences that the childminder offers to the children. They feel these experiences have a positive impact on their child's learning and development.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder ensures that children are safe and puts appropriate controls in place. For example, the fence has recently blown over and the garden is not secure. The childminder does not presently allow children to access the garden until it is repaired. Children understand about e-safety and know that they do not access the internet at the childminder's. The childminder understands the signs and symptoms of abuse and the action she must take if she has concerns about a child. Assistants also access training to ensure their knowledge is up to date. The childminder also understands the action she must take if an allegation is made against her or someone in her household.

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

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

- offer next steps in learning that consider more focused sequencing for individual children.

## Setting details

<b>Unique reference number</b>	EY541864
<b>Local authority</b>	Manchester
<b>Inspection number</b>	10239009
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children at time of inspection</b>	1 to 12
<b>Total number of places</b>	12
<b>Number of children on roll</b>	13
<b>Date of previous inspection</b>	7 April 2022

## Information about this early years setting

The childminder registered in 2017 and lives in Higher Blackley, Manchester. She operates all year round, from 7am to 8pm, Monday to Friday, except for family holidays. The childminder works with an assistant.

## Information about this inspection

### Inspector

Jenny Burgeen

### Inspection activities

- The inspector discussed any continued impact of the COVID-19 pandemic and has taken that into account in their evaluation of the childminder.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The childminder and the inspector completed 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 children.
- The inspector carried out a joint observation of an activity with the childminder.
- Parents shared their views of the setting with the inspector.

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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