

Childminder report

Inspection date: 12 April 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 has created a calm and relaxing environment where children immerse themselves in deep play. Children beam with delight as the inspector enters the room and they are keen to greet him. They clap their hands in excitement at the prospect of exploring play apparatus outdoors. Children thoroughly enjoy their time with the childminder. They snuggle into her for a story and give her cuddles. Children have a strong sense of belonging and settle well. They know routines and show good behaviour. Children are kind, loving and show positive attitudes towards their learning. They are keen to please the childminder and look for her approval when they achieve something, such as when they complete creative activities.

Children enjoy playing with cars. They play musical instruments and show good physical skills while playing outdoors. They use a slide and learn how to climb steps. They giggle while playing with cause-and-effect toys. Children become enthralled while listening to the sounds that animals make. They smile when they see a bird in the garden and imitate the sound it makes. Children are learning the necessary skills in readiness for their move on to school.

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

- The childminder leads her setting with passion and dedication. She wants the very best for children and aspires for them to be resilient and capable individuals. Self-evaluation includes the views of parents and children. The childminder attends training and shares best practice with other professionals. Her capacity to continually improve and bring about change is good.
- In the main, the childminder provides children with a well-sequenced and ambitious curriculum. However, she has not thought carefully about how activities can be better matched to children's current levels of development and to their next steps in learning. This means that some activities are not pitched at the right level for children. For example, some younger children are expected to understand the concept of capacity and to count beyond 10. As a result, they lose interest in their learning.
- Overall, the childminder promotes children's independence skills well. She encourages them to tidy toys away and to put their own coats on. That said, on occasion, the childminder does not allow children to independently choose and explore activities for themselves. Consequently, some children become disengaged in their learning.
- Care practices are good. The childminder spends time with children and their families during the settling-in process. She teaches children about good hygiene practices and good oral health. She provides healthy food for children and drinking water is available. Children spend lots of time outdoors and relish

practising their large-muscle skills. They understand what it means to live a healthy lifestyle.

- Partnership working is strong. Links with parents and the local authority are rooted in mutual trust and respect. The childminder keeps parents informed of their children's time at the setting. Parents provide the childminder with information about their children's fascinations and interests. The childminder uses these to plan activities, such as a visit to the local sensory play centre. Children enjoy these opportunities and learn about the community that they belong to.
- The childminder teaches children exceptionally well about differences and similarities beyond their own experiences. Children learn about different hair types, skin colours and families. The childminder teaches children about festivals from around the world and celebrates children's individuality. Children delight while exploring cultural clothing, dances and musical instruments. This helps them to understand it is okay to be different and prepares them well for life in modern Britain.
- Children enjoy looking at books. They visit the local library and select books to read with the childminder. The childminder reads with animation and uses different facial expressions to maintain children's interest. Children gain an early awareness that print carries meaning. They enjoy taking books home to share with their families.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has robust processes in place to ensure that her premises are safe. She completes daily safety checks and updates her risk assessment on a regular basis. The childminder is first aid trained and knows how to deal with accidents. She supervises children with vigilance and teaches them about keeping safe. The childminder attends child protection training and keeps up to date with local safeguarding procedures. She understands the steps to take if an allegation is made against herself or a household member. The childminder teaches children about e-safety and ensures that she is aware of the indicators of possible abuse.

What does the setting need to do to improve?

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

- refine curriculum planning, so that activities are matched to children's current levels of development and support their next steps in learning
- allow children to freely explore activities of their choice.

Setting details

Unique reference number	2593767
Local authority	Manchester
Inspection number	10251325
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 1
Total number of places	6
Number of children on roll	1
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2020 and lives in Greater Manchester. She operates all year round, from 8am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an early years qualification at level 3.

Information about this inspection

Inspector

Luke Heaney

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 his evaluation of the setting.
- The childminder and the inspector completed a learning walk.
- Relevant documentation was reviewed by the inspector, including evidence of the training of the childminder.
- Written comments from parents were taken into consideration by the inspector.
- An observation of an activity was carried out, and the inspector and the childminder discussed this afterwards.
- The inspector observed the interactions between the childminder and children throughout the inspection and evaluated the impact on children's learning.

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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