

Childminder report

Inspection date: 15 June 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 are happy and enjoy attending the warm and friendly setting. The childminder has a caring and kind nature and has developed strong bonds with children. She knows the children well and plans activities that link to their interests and next steps in learning. For example, older children spend long lengths of time making marks with paints.

Children benefit from lots of opportunities outdoors. For example, they play in the garden and go on regular walks and trips in the local community. Children are learning about the environment and the world around them as they notice bugs in the garden, water plants and read stories about pollution in the ocean. Children of all ages demonstrate curiosity as they are keen to learn and are making good progress in their development.

Children behave well. They listen and respond to the childminder's gentle guidance and instructions. For example, children eagerly help to tidy up. The childminder teaches older children to take turns to operate the bubble machine and share outdoor equipment. This prepares children well for later learning. Children are happy and show high levels of confidence. For example, they proudly show visitors the toys they are playing with, include them in activities by sharing resources and talk to them about family life. This successfully demonstrates that children feel safe and secure.

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

- The childminder's curriculum supports all areas of learning. The childminder follows children's interests and supports them to reach their developmental milestones. The childminder interacts well with the children. She introduces new vocabulary, such as 'telescope', during their play. Children repeat the new words they have heard. This helps to further develop their communication and language skills.
- Children develop their hand-eye coordination through everyday tasks and planned activities. For example, toddlers show perseverance as they peel the backs off stickers. Babies concentrate as they hold pens to make marks on paper. Children further develop their large-muscle skills on ride-on toys and climbing equipment. For instance, older children negotiate and balance as they move around and hop onto wooden stumps. Children develop good physical skills.
- The childminder encourages children to use mathematical vocabulary. Children count toy butterflies in the garden with the support of the childminder, which helps to develop their understanding of numbers. Children show confidence as they work together to create structures from different-sized containers. They

problem-solve as they name shapes and discuss which structure is the biggest. Children acquire vital early mathematical knowledge.

- The childminder encourages children to have high levels of independence at all times. She gives children small tasks. For example, older children pour their own drinks at mealtimes and babies drink from open cups. The childminder teaches children to start to care for themselves and to understand how to keep themselves healthy. For example, children are learning to wash their hands independently. The children are developing their independence and self-help skills ready for their next stage of learning.
- The childminder knows the children well and has a good understanding of the different ways that children learn. She provides a wide range of activities and new experiences. However, at times, during adult-led activities, the childminder does not consider children's individual ages and stages of development. This means that some children do not always gain the most from every activity.
- Parents speak highly of the childminder. They say that she has a warm and empathetic nature which enables their children to develop a strong bond and settle well. Parents say that communication is good as they feel well informed about their child's learning. Parents are happy and say that their children have made good progress while attending the childminder's setting.
- The childminder is reflective of her provision and reviews what she wants to provide for the children. She attends training regularly to keep her knowledge up to date. Following her recent training in infection control, the childminder created a 'sneeze station' to support the children's understanding of germs and hygiene practices. This demonstrates that training has a positive impact on the children in her care.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a strong understanding of safeguarding and how to keep children safe from harm or extremist behaviour. The childminder has a secure knowledge of the potential signs and symptoms of abuse. She knows how to report and escalate concerns to relevant agencies in her local area. The childminder undertakes regular safeguarding training to keep her knowledge relevant and up to date. She regularly risk assesses her home and supervises children indoors, outdoors and during mealtimes.

What does the setting need to do to improve?

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

- tailor activities more effectively to support the individual learning needs of children at different ages and stages of development, specifically during whole-group activities.

Setting details

Unique reference number	EY285837
Local authority	Manchester
Inspection number	10289221
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	0 to 2
Total number of places	6
Number of children on roll	6
Date of previous inspection	16 November 2017

Information about this early years setting

The childminder registered 2004 and lives in the Didsbury area of Manchester. She operates all year round from 8am to 5.30pm, Monday to Friday, except for family holidays. The family has three cats. The childminder occasionally works with an assistant.

Information about this inspection

Inspector

Katie Bonney

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 their evaluation of the setting.
- The childminder led the inspector on a learning walk and discussed the early years curriculum.
- The inspector carried out a joint observation with the childminder of the children taking part in craft activity.
- The inspector observed the childminder's practice and considered the quality of the education and its impact on children's progress and development.
- The inspector looked at relevant documentation and reviewed evidence of the ongoing suitability of 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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