

Childminder report

Inspection date: 22 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	Outstanding
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What is it like to attend this early years setting?

The provision is good

Children have a good time at the childminder's home. The childminder provides a home-from-home environment where children are nurtured and can be themselves. Children are confident when choosing where to play, either indoors or outdoors. They are currently enjoying 'The Tiger Who Came to Tea' story. Children show great delight in having a 'tea party' with their friends and the 'tiger'. Children follow instructions well and understand the childminder's expectations of them. For example, children select their snack and confidently cut it into manageable pieces. They are kind and help each other when attempting to use the climbing frame. Children push themselves along in the car as they navigate around the garden. Consequently, children behave well, and they are developing their physical and social skills.

The childminder is calm and reassuring to the children. She is a good role model and supports children in all aspects of their play. She reads to them and encourages them to join in with her. Children know how to handle books with care. The childminder introduces new vocabulary for the children as they play. For example, when reading a story about a lion and a dragon, she asks the children to describe the dragon, they say it is 'big' and she says, 'Yes, it's an enormous dragon.' Therefore, children are developing their communication and language skills.

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

- The childminder's curriculum combines children's interests with themes and topics. For example, a 'dinosaur world' has been set up to encourage children to develop their language as well as their understanding of the world. Children use the 'dinosaurs' to 'stomp' around and babies 'roar' with the 'tigers' they have added to their play. In the main, the childminder is successful at providing an exciting range of activities for children where they make progress. Although the childminder generally fosters learning through play, there are occasions where she could provide depth to children's play, in order for them to build on their knowledge and skills for future learning.
- Parents speak highly of the childminder. They say she offers a home-from-home environment. Parents like hearing about their child's development and the ideas the childminder suggests for their child's learning at home too. Older children who attend before and after school have written testimonials that say that they enjoy the childminder's snacks and that she has good toys. They say she makes them feel happy if they are sad. There is a consistent approach to children's learning and development through positive parent partnerships.
- Children understand the expectations of them because the childminder is a good role model to them. Children use their manners and treat each other with

respect. They know how to share and take turns. Children communicate their personal needs to the childminder who is responsive to their requests and supportive of children learning to do things for themselves. The childminder uses a 'behaviour tree' where children receive positive praise that is noted on 'leaves' and place them onto the 'tree'. Consequently, children are developing their independence and are well behaved.

- The childminder teaches children about sustainability. Children go on trips to local groups where they learn about recycling. The childminder has recycling bins at her home, and children understand what these are used for. The childminder has sourced reusable straws for when children have their milk. Children excitedly show the inspector the strawberries and other produce that are growing in the garden. As a result, children are gaining valuable awareness of looking after the planet.
- Babies enjoy exploring the childminder's home. They confidently climb the steps outside to the garden. The childminder praises babies for their achievements. Babies enjoy snuggling in for comfort with the childminder and communicate when they want something. The childminder models words to them, in order to encourage their speech and language. Consequently, babies personal and social development is supported well.
- The childminder is proactive in seeking opportunities to develop her own professional practice and has completed several courses. For example, she recently attended a course about learning outdoors. As a result, children have ample learning opportunities outdoors. It is evident through the childminder's practice that this has had a positive impact on the setting and the outcomes for the children.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure knowledge of how to safeguard children. She knows how to identify possible signs of abuse and the procedures to follow to raise her concerns regarding children in her care. Furthermore, the childminder is also aware of her responsibility of reporting concerns of other professionals she comes into contact with. The childminder ensures that her home is safe and secure for children by completing detailed risk assessments. The childminder has procedures in place for recording accidents and administering medication. She has up to date paediatric first-aid training. Therefore, she is able to deal with any accidents that may occur.

What does the setting need to do to improve?

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

- use the already effective curriculum to deeply engage children in their play, in order to build sufficient knowledge and skills for their future learning.

Setting details

Unique reference number	500495
Local authority	Manchester
Inspection number	10285377
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 7
Total number of places	6
Number of children on roll	15
Date of previous inspection	4 October 2017

Information about this early years setting

The childminder registered in 1999 and lives in the Chorlton area of Manchester. She operates all year round, from 8am to 5pm, Tuesday to Thursday, except for family holidays. She holds an appropriate level 3 qualification.

Information about this inspection

Inspector
Kate Martin

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 provider.
- The childminder and the inspector had a learning walk to understand how the provision and the curriculum are organised.
- The inspector held discussions with the childminder and children at appropriate times during the inspection.
- A planned activity was jointly evaluated by the inspector and the childminder.
- The inspector took account of the written feedback from parents.
- A sample of documents were viewed by the inspector. These included evidence of suitability, a record of the childminder's qualifications and training and the policies and procedures.

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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