

Childminder report

Inspection date: 23 June 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	Good
----------------------------------------------	------

What is it like to attend this early years setting?

The provision is good

Children are happy and safe in the childminder's care. They build close relationships with each other and demonstrate good levels of confidence. For example, children happily enter the childminder's home and are eager to tell her what they have been doing. Children demonstrate a good sense of belonging to the setting, and they are supported by a childminder who knows them well and offers lots of praise. Children learn about appropriate behaviours, as the childminder provides them with consistent messages about how they should behave. For example, she gives explanations about possible consequences of negative behaviours.

Children make good progress in their learning and development and receive good levels of challenge, as the childminder has high expectations of what they are able to achieve. For example, the childminder encourages children to problem-solve as they put away games where shapes have to fit inside each other. Children demonstrate high levels of independence and positive attitudes to learning. For example, they participate in play for extended periods of time, engaging enthusiastically in activities. Children have good opportunities to access fresh air and exercise during daily outdoor play.

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

- The childminder observes children as they play and supports them to follow their own ideas. For example, children are interested in washing the play car outdoors, and the childminder encourages them to explore and experiment, allowing them time to test out their thoughts. This helps children to feel like their opinions matter and supports the development of self-confidence.
- Children are developing strength in their hands and fingers and are using their hand-eye coordination. For example, they use tweezers to pick up small objects and squash dough into moulds. This helps to prepare children for early writing.
- The childminder works closely with other professionals when children require additional support. For example, they talk together about how to give the best support to children. This helps to meet the individual care and education needs of children.
- Children are developing their critical-thinking skills. For example, as they play outdoors with water and chalk, the childminder encourages them to observe the changes when colours are mixed together. This helps to prepare children for their next stage of learning.
- The childminder supports children in developing their social skills. For example, she encourages them to work together and share resources. This helps children to know how to interact with each other, and they are polite and well mannered.
- The childminder uses spontaneous opportunities to teach children about

technology and how to operate simple equipment. However, she has not planned as part of her curriculum to deliver teaching to children about skills relating to technology. This means that children do not consistently have opportunities to play with equipment that helps them to learn about cause and effect.

- Children are developing their understanding of the world around them. For example, they have been growing strawberries and learning about what they need to grow. This supports children to learn about growth, decay and change over time.
- The childminder has built a good relationship with parents. They comment that the childminder 'is excellent with the children and looks after them well'. Close partnership working establishes consistency for children.
- Children use their imaginations as they play. For example, they pretend to make food for dolls and talk about what they are doing. This helps to develop children's communication and language skills.
- The childminder undertakes regular professional development activities to help her improve her practice. For example, she has undertaken training related to good oral health. As a result, she provides activities for children to help them learn about cavities and healthy lifestyles.

Safeguarding

The arrangements for safeguarding are effective.

The childminder undertakes regular training related to various safeguarding issues. This helps her to maintain a good knowledge and understanding of the signs and symptoms of abuse. The childminder is confident about her responsibilities and knows what to do if any concerns arise about the welfare of children in her care. She is clear on the process to follow if an allegation is made against herself or somebody living in the household. The childminder helps to keep children safe by ensuring they are well supervised and that any risks in the environment are minimised.

What does the setting need to do to improve?

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

- adapt the curriculum to ensure that children learn about technology and cause and effect.

Setting details

Unique reference number	306665
Local authority	Manchester
Inspection number	10295309
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	2 to 4
Total number of places	6
Number of children on roll	5
Date of previous inspection	6 December 2017

Information about this early years setting

The childminder registered in 1995. She operates all year round, from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a childcare qualification at level 3. The childminder is registered to accept early education funding for two-, three- and four-year-old children.

Information about this inspection

Inspector

Joanne Ryan

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 showed the inspector the premises and discussed how they ensure it is safe and suitable.
- 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.
- Parents shared their views of the setting with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.

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.

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/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: 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
W: www.gov.uk/ofsted

© Crown copyright 2023