

Childminder report

Inspection date: 5 July 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 thrive and are incredibly happy at this delightful, welcoming provision. Children are enthusiastic learners. The childminder's in-depth knowledge and use of highly skilled interactions mean that children make good progress across the seven areas of learning. Young children shriek with delight as they wave musical shakers in both hands while dancing to their favourite nursery rhymes. Older children take the lead in their learning. They independently select toys that have been carefully planned to stimulate their interests, such as counting counters on their fingers or role playing with superhero figures. Children have fantastic opportunities to swing, balance, splash and bounce in the childminder's exciting and well-thought-out garden.

Children develop warm, trusting relationships with the childminder and her assistant. Children are supported to show kindness, care and respect for one another. Children's positive behaviour and actions are widely celebrated and acknowledged. For instance, children clap and cheer when they finish food that they are reluctant to eat. This helps to build children's resilience and self-esteem.

Since the COVID-19 pandemic, the childminder has noticed a negative impact on children's social skills. To fill the gap in learning, she takes the children on regular outings. Children visit the local library. They enjoy attending weekly swimming, sensory and soft-play sessions. This helps children to develop their confidence in social interactions. Children are motivated to develop the characteristics they need to be school ready and successful in their future learning.

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

- The childminder knows the children extremely well. She discusses children's existing abilities with parents and uses this information to help children quickly settle in. She understands the importance of ongoing assessment, and tailoring activities to meet children's specific next steps. This ensures no child falls behind in their learning.
- The childminder and her assistant consistently and skilfully nurture children's communication and language skills. They narrate play, promote conversations, and give children time to answer questions. Children who speak English as an additional language practise their home language using dual language toys, such as a teddy bear that speaks Urdu. Children are learning to become confident communicators.
- The childminder supports children to explore and understand mathematical concepts, such as counting in meaningful ways. For example, children take turns on the trampoline by counting 10 jumps. This helps children to make progress in their mathematical development.

- Children show impressive levels of independence and self-care skills. Younger children are keen to feed themselves. Older children proudly tell visitors when they have managed to use the toilet independently. These skills help children to be successful learners.
- Older children develop their self-confidence when they help their younger peers. However, the childminder does not consistently support younger children to develop a positive sense of self. For instance, younger children are referred to as baby instead of using their name. This means that children cannot consistently develop a sense of how unique they are.
- The childminder encourages positive behaviours at her home. Children display impeccable manners. When children struggle to understand that their actions are unsafe the childminder offers gentle reminders of the rules. Children develop their understanding and self-regulation skills over time.
- The childminder studies to degree level to improve her own practice and knowledge of early childhood development. She carries out annual appraisals with her assistant and frequently shares ideas to support children's learning. However, the childminder has not yet developed precise coaching and supervision methods to support her assistant, so they fully understand all areas of the curriculum and deliver it to the highest levels for children.
- The childminder has high expectations for all children, including those with special educational needs and/or disabilities. For instance, she works exceptionally well with outside agencies to deliver highly targeted interventions in an adapted sensory room as well as creating a stimulating and sensory learning environment for all children. This ensures that all children have equal access to the ambitious curriculum.
- Parents express overwhelming levels of praise for the childminder and her assistant. They value the extensive lengths the childminder goes to to support their children under challenging circumstances following the COVID-19 pandemic. The childminder uses daily dialogues, text messages and reports to support parents to extend children's development at home. Partnerships with parents are highly effective in providing continuity in children's learning.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant have a thorough understanding of the signs that a child may be at risk of harm, such as changes in behaviour and bruises in unusual places. They are also aware of risks such as water safety and safer sleep. The childminder and the assistant understand their responsibility to report concerns, including any allegations against themselves or a family member. Effective systems, equipment and plans are in place, which support children's safety on the premises, during school runs and when out in the local area.

What does the setting need to do to improve?

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

- develop more precise coaching and supervision methods to support the assistant to fully understand all areas of the curriculum
- support all children to develop a positive sense of self.

Setting details

Unique reference number	EY461460
Local authority	Manchester
Inspection number	10285953
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 11
Total number of places	12
Number of children on roll	9
Date of previous inspection	25 October 2017

Information about this early years setting

The childminder registered in 2013 and lives in Wythenshawe, Manchester. She operates all year round from 7am to 6.30pm, Monday to Sunday, except for bank holidays and family holidays. The childminder provides occasional overnight care. The childminder works with an assistant.

Information about this inspection

Inspector
Sheron Kantor

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 around the areas of her home used for childminding and explained her intentions for children's learning.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The inspector observed a range of activities and interactions between the childminder, her assistant and children, to help evaluate the quality of education.
- Parents shared their views with the inspector through telephone calls and face-to-face conversations.
- The inspector sampled relevant documents.
- The childminder, assistant childminder and the inspector held discussions at appropriate moments.

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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