

# Childminder report

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Inspection date:

6 September 2023

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education

**Good**

Behaviour and attitudes

**Good**

Personal development

**Good**

Leadership and management

**Good**

Overall effectiveness at previous inspection

Inadequate

## What is it like to attend this early years setting?

### The provision is good

The childminder has worked hard to address the weaknesses raised at her previous inspection. As a result, her provision is much improved. Children benefit from her broad and balanced curriculum. This takes account of what children already know and can do. In addition, this is designed to help children reach the next steps in their learning. As a result, children make consistently good progress.

The childminder takes the time to get to know children from the start. She gathers lots of useful information, and then uses this to further support children's learning. For example, she knows that some children are shy and have had limited opportunities to mix with other children of their own age. Therefore, she undertakes lots of outings to various places within the local area. These include playgroups, parks and the local library and shops. As a result, children become socially confident from a very young age and have high levels of self-confidence and self-esteem. In addition, these experiences also help children to develop their physical skills and to gain an awareness of their local community.

The childminder is warm, kind and caring. She forms trusting and secure bonds with all children. As a result, children are extremely happy and settled. The childminder has high expectations for children's behaviour and conduct. On the rare occasions when children do display some negative behaviour, she quickly provides simple, age-appropriate explanations. These help children to understand how their actions affect others. This, alongside lots of praise and encouragement, means children quickly adapt and change their behaviour accordingly. All children, including those who are very young, have good manners. For example, children say 'please' and 'thank you' without any prompt from the childminder.

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

- The childminder has undertaken lots of training and sought support from her local authority quality and improvement service. As a result, she is now much more knowledgeable and skilled in delivering all aspects of the early years foundation stage. All children make good progress from their starting points. Children develop particularly well in their personal, social and emotional development. Children are gaining the skills needed to be ready for future learning and school.
- Children are curious and inquisitive. However, the childminder does not always ensure that the learning environment is organised in a way that further enables children to make independent choices and follow their own ways of learning. Therefore, at times, children can become a little frustrated because they are not able to explore freely.
- Overall, the childminder supports children's communication and language skills

well. Children sing and take part in action rhymes. Furthermore, they enjoy reading familiar stories with the childminder. The childminder uses these activities well to help children learn new words and to further develop their vocabulary. However, she misses opportunities to further extend children's understanding and thinking. This means children are not able to consolidate their speaking skills even further.

- Despite the children's young ages, they behave very well. This is because children know what the childminder expects from them. Children show confidence in new situations. For example, they eagerly greet and show an interest in visitors.
- The childminder is attentive to children's needs. She quickly responds when they show they are hungry, thirsty or tired. Children enjoy lots of cuddles and reassurance. For example, they snuggle into her with their comfort items, and she gently soothes them until they fall asleep.
- The childminder helps children to develop their early mathematical skills. Children are encouraged to count out objects and to sing number songs. Additionally, the childminder points out and names different colours and shapes as children build a tower using coloured blocks.
- The childminder regularly shares assessment information with parents. This ensures parents are kept up to date about their child's progress, and helps them to further support children's learning at home. Parents particularly enjoy reading children's 'daily books', and speak very highly about the childminder.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure understanding of her roles and responsibilities to safeguard children. This includes knowing what she needs to do should an allegation be made about her, or about another adult who lives in her home. The childminder's home is clean, suitable and safe. The childminder holds a full and relevant paediatric first-aid qualification. The childminder has also implemented new safer sleeping arrangements for the children. These further ensure children's safety and well-being.

## What does the setting need to do to improve?

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

- provide more opportunities for younger children to explore and follow their own fascinations and thinking
- extend opportunities that challenge children to develop their communication and language skills even further.

## Setting details

<b>Unique reference number</b>	500344
<b>Local authority</b>	Manchester
<b>Inspection number</b>	10289695
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children at time of inspection</b>	1 to 1
<b>Total number of places</b>	6
<b>Number of children on roll</b>	1
<b>Date of previous inspection</b>	22 March 2023

## Information about this early years setting

The childminder registered in 1994 and lives in Sharston, Manchester. She operates all year round, from 7am to 5pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a relevant level 3 qualification.

## Information about this inspection

**Inspector**  
Donna Birch

### Inspection activities

- The inspector discussed any continued impact of the pandemic with the childminder and has taken that into account in their evaluation of the childminder.
- The childminder showed the inspector the premises and discussed how they ensure they are suitable and safe.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for the early years foundation stage curriculum.
- Children communicated with the inspector during the inspection.
- The inspector spoke to parents and took account of their views.
- The inspector observed interactions between the childminder and the children.
- The childminder and the inspector discussed how the curriculum had been implemented and the impact this had on children's learning.
- The childminder provided the inspector with 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.

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