

Childminder report

Inspection date:

7 September 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

The childminder creates a safe and nurturing learning environment for children. As children arrive, their laughter fills the air, and they embrace the childminder with hugs. Children develop secure bonds with the childminder and settle exceptionally well. They snuggle up to her while looking at books and look to her for reassurance while developing new skills, such as walking. Children have a strong sense of belonging. They are kind towards others and are keen to share their toys. Children know what the childminder expects of them. They follow rules and behave well, and they have positive attitudes towards their learning.

The childminder spends lots of time outdoors with children. She teaches children about the world around them incredibly well. Children relish opportunities to search for wildlife and observe aircraft outdoors. They enjoy splashing in water and show good perseverance as they learn how to balance on low-level beams. Older children play ball games and giggle with delight while dancing. Younger children become fascinated while playing with musical instruments. They look after dolls and are keen to take part in ring games. Children show good levels of independence. They help to tidy toys away and put their own clothes on. Children develop the necessary skills in readiness for their move on to school.

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

- The childminder leads her setting with passion and determination. She aspires for the best of outcomes for children. Self-evaluation is accurate. Improvement plans are sharply focused and include the views of children and their parents. The childminder's capacity to drive forward change and bring about improvement is good.
- The childminder has not kept Ofsted informed of changes relating to her personal circumstances. However, this has no impact on children and on her role as a childminder. The childminder is now aware of how to inform Ofsted of any changes.
- In the main, children receive a broad and balanced curriculum. The childminder provides activities that build on what children already know and can do. However, during some activities, the childminder does not allow children enough time to learn through the process of trial and error. As a result, some children lose interest in their learning.
- The childminder gives high priority to children's personal, social and emotional development. She supports children's emotional well-being from the outset. She does home visits before children start at her setting and spends time getting to know their families. The childminder talks to children about ways to manage their feelings and emotions. Children talk about how they feel and look at books that focus on why someone might feel happy or sad.

- Partnership working is strong. The childminder has established secure links with the local authority. She works closely with local schools and other childcare professionals. She keeps parents informed of their children's time at the setting and shares learning and care information.
- The support in place for children with special educational needs and/or disabilities (SEND) is excellent. The childminder is relentless in her pursuit of removing barriers to learning and works closely with external professionals. Gaps in learning close and children with SEND make good progress.
- Care practices are good. The childminder teaches children about healthy living and promotes their oral health. She talks to children about the importance of keeping hydrated and exercising. Children are provided with healthy foods, and they help themselves to fresh water. The childminder implements good hygiene practices. Children wash their hands before they eat and after blowing their noses. They talk about washing germs away to stay healthy.
- The childminder promotes children's physical development well. Children enjoy exploring the vast array of physical challenges in the garden. They hop, jump and climb on low-level apparatus. They learn how to safely use the slide, and they are excited to complete an assault course. Children develop their large-muscle skills incredibly well.

Safeguarding

The arrangements for safeguarding are effective.

The premises are safe and suitable for childcare. The childminder undertakes risk assessments and teaches children about keeping themselves safe. For example, children learn about e-safety and how to stay safe while they are away from the setting. The childminder attends child protection training and keeps abreast of changes in legislation and policy. She understands the referral procedure very well and knows the steps to take if an allegation is made against herself or a family member. The childminder is aware of safeguarding issues, such as female genital mutilation and forced marriages.

What does the setting need to do to improve?

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

- provide children with more time during activities to explore and to learn through the process of trial and error.

Setting details

Unique reference number	EY429309
Local authority	Manchester
Inspection number	10301431
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 2
Total number of places	6
Number of children on roll	5
Date of previous inspection	11 January 2018

Information about this early years setting

The childminder registered in 2011 and lives in Wythenshawe, Manchester. She operates all year round, from 7am to 6pm, Monday to Thursday, except for bank holidays and family holidays. The childminder holds a qualification at level 3.

Information about this inspection

Inspector

Luke Heaney

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 her provision.
- Relevant documentation was checked and discussed, such as training certificates. The inspector reviewed the childminder's self-evaluation and checked evidence of her suitability and the suitability of her household members.
- The inspector viewed the premises and discussed the intent of the curriculum during a learning walk with the childminder.
- The inspector observed interactions between the childminder and the children. He spoke with children throughout the inspection.
- The inspector spoke with parents. He took account of their views.

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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