

Childminder report

Inspection date: 2 October 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 | Requires improvement |

What is it like to attend this early years setting?

The provision is good

The childminder works as part of a well-established team, working alongside two other qualified childminders or an assistant. Children are happy here and enjoy coming to this safe and caring environment. The childminder knows her key children well and builds on what they already know and can do. Children enjoy a broad range of interesting activities that are tailored to meet their individual needs. This very experienced childminder responds in the moment to children's individual learning preferences. This means young children can pursue their own interests in an unhurried manner. For example, during a planned sensory play activity, a very young child becomes totally absorbed in their quest to feed pieces of straw through a small hole. Their perseverance is rewarded and they are clearly proud of their achievement. Older children play with imagination, hiding animals in the straw and staging a rescue effort. They talk happily with the childminder, who skilfully supports an ongoing dialogue. Children giggle and become increasingly expressive as they make links and recall their own experiences. The childminder listens with genuine interest and it is clear from the expressions on children's faces that they feel valued.

Children are well prepared for the next stage in their learning. The childminder is a positive role model. Children become curious and inquisitive learners who are keen to know more. They develop the confidence to try new things and learn the importance of listening and socially acceptable behaviour.

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

- Since her previous inspection, the childminder has accessed training and welcomed support from her local authority adviser. She has made improvements to the indoor play space. This means children have the space they need to make choices and develop their own play ideas. It also means adults working with children are able to provide directed, one-to-one support to further improve learning outcomes.
- The childminder creates an environment that supports the intent of her ambitious curriculum. She works collectively with the other adults caring for children to plan and deliver a well-sequenced educational programme. The childminder considers what children know and can do and effectively uses their interests to plan fun activities that they enjoy. This supports children to make good progress.
- Training has resulted in an improved educational programme for communication and language. The childminder uses her increased knowledge to support the acquisition of language well. She uses descriptive language and introduces new words to extend children's vocabulary.
- Children are developing a love of books. They enjoy independently selecting

books to look at and listen with interest to short stories. Children excitedly anticipate rhyme time. Older children confidently recite familiar rhymes alongside much younger children who copy actions and move to the rhythm of the musical instruments.

- The provision for physical development is strong. Mindful of the developmental stages required, the childminder provides young children with many opportunities to develop their core strength. Older babies 'cruise' along furniture until they gain the confidence to take those first steps. Older children are supported to climb, reach and throw balls to help build their upper body strength.
- The childminder provides valuable opportunities for children to learn about themselves and the lives of others. Real experiences, as children see and meet people in the local community, are supported by positive discussions. This strengthens children's awareness of others in society and helps to prepare children for life in modern Britain.
- Children respond positively to the childminder's encouragement and praise. Children behave well. They are familiar with the routines of the day. They happily participate at tidy-up time and enjoy sitting at the table with their friends to eat their meal. Children display high levels of independence, removing their own coats and using cutlery with increasing skill.
- Partnerships with parents have, in many cases, evolved over a number of years as parents return with the siblings of older children. Parents are complimentary about the quality of care and education their children receive. They feel well informed about the range of activities provided and the progress children are making. However, parents are less well informed about ways they can guide their children's learning at home.
- Mutually respectful professional relationships form the basis of this effective team. All mandatory training, including paediatric first aid, is completed. As a team, they meet regularly to share ideas, reflect on their practice and provide peer support. However, despite establishing supervision arrangements for her assistant, these are not consistently maintained. This makes it difficult for the childminder to provide the most effective coaching and support.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of what would constitute a safeguarding concern. If she has any concerns about a child's welfare, she is able to implement appropriate procedures without delay. Effective risk assessments help to keep children safe both within her home and while on outings. Well-timed explanations are used to increase children's awareness of possible risk, expected behaviour and how they can keep themselves safe, for instance on outings and prior to completing the school run.

What does the setting need to do to improve?

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

- enhance partnership working, to support parents in guiding their child's development at home
- review the current arrangements for the supervision of assistants, to ensure they are provided with regular support and opportunities for confidential discussion.

Setting details

| | |
|--|---|
| Unique reference number | 500236 |
| Local authority | Manchester |
| Inspection number | 10307653 |
| 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 10 |
| Total number of places | 12 |
| Number of children on roll | 13 |
| Date of previous inspection | 4 October 2022 |

Information about this early years setting

The childminder registered in 1991. She works from her own home in the Burnage area of Manchester. The childminder works with two other registered childminders or an assistant. She operates all year round, from 7.30am until 6pm, Monday to Friday, except for one week in the summer and one week at Christmas. The childminder holds an early years qualification at level 3.

Information about this inspection

Inspector

Vickie Halliwell

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 provider.
- The childminder showed the inspector the premises and discussed how they ensure it is safe and suitable.
- The childminder and the inspector discussed how the childminder organises their early years provision, including how the curriculum is planned and implemented.
- Children spoke with the inspector during the inspection.
- The inspector observed the interactions between the childminder and the children.
- The inspector looked at a sample of relevant documentation.
- The inspector took account of the views of parents.

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