

# Childminder report

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Inspection date: 12 October 2023

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Not applicable

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

### The provision is good

The childminder demonstrates her high expectations for children's learning through her well-thought-out curriculum. For instance, she helps children, including babies, to use and enjoy a wide range of high-quality books. The childminder makes sure that children can easily find their favourite books and have a cosy armchair to sit on when poring over a book. Children learn new and interesting words from the books that the childminder and her assistants read with them.

Children benefit from the affectionate relationships that they have with the childminder and her assistants. The childminder ensures that the children receive the cuddles and reassurance they need. These caring relationships enable children to feel happy and safe in the childminder's care. The childminder and her assistants help children to behave well. They are excellent role models, and they show children how to behave. For instance, the assistants gently guide children to look for another toy rather than taking one from another child. They help toddlers to manage and understand their natural frustrations and emotions when they want an object that someone else is playing with. Helped by the childminder and her assistants, children are beginning to learn about being kind and waiting turns.

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

- The childminder makes sure that children develop most of the important knowledge that they need for their future learning. For example, she ensures that children become successful communicators and able to use their strong muscles. However, in mathematics, the childminder has not identified the key knowledge that children need to know or when. This means that sometimes children miss learning important knowledge or are introduced too quickly to more complex knowledge.
- The childminder makes effective use of her topic-based approach in her curriculum to spark new interests for children. For example, she recently explored the topic of outer space with the children and used the activities to inspire children about new words, language and concepts. Through such well-considered learning, the children realise that learning is fascinating fun.
- Children benefit from the healthy, home-made meals and snacks that the childminder provides, such as vegetable soup and fresh fruit snacks. Children devour the delicious food willingly. However, on occasion, children wait for long periods of time while the childminder prepares meals. This causes some children to become impatient.
- The childminder and her assistants enthuse children about books. They help children to take part actively in telling stories. For example, adults adeptly use books to help children to predict what comes next in the story. Such skilful shared reading helps the children to develop a deep love of stories and books.

- The childminder and her assistants chat, play and sing with the children often. They ensure that their own speaking is clear, which helps children to see and hear how new words are spoken. This helps to enhance their growing vocabulary. The childminder is particularly knowledgeable at providing extra help for children whose language development is at an earlier stage. She works closely with other professionals and with parents, to plan tailored early help for individual children. Children enjoy practising using their newly emerging speech.
- Parents said that their children have made much progress in their language development because of the successful work of the childminder and her assistants. They make good use of the special book bags that the childminder provides for them to use when reading with their children at home.
- The childminder thinks carefully about how to improve her work with children. She ensures that she and her assistants attend training, such as about safer recruitment practices and child development. The childminder and her assistants work well together to achieve their shared and ambitious aspirations for children's learning.
- Weaknesses in ensuring the suitability of assistants to work with children were identified previously during a regulatory visit to the childminder's provision. However, the childminder always supervised children in the presence of the assistant. She has since taken effective steps to further improve her understanding of the vetting and recruitment processes. The childminder has a secure knowledge of what to consider when employing assistants at her provision.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistants have a secure understanding of protecting children from harm. The childminder ensures that the assistants fully understand her safeguarding policy and procedures. For example, she provides them with the contact details of the safeguarding agencies in the local authority should they need to make a referral about a child's welfare and safety. The childminder and her assistants are clear about the action they should take if they became concerned about a colleague's actions towards children. They regularly assess the risks to children at the provision and on outings.

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

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

- develop further an understanding of the small components of knowledge in the mathematics curriculum that children should learn and when
- review and strengthen routines when preparing snacks and meals so that children do not wait for prolonged periods of time before eating.

## Setting details

<b>Unique reference number</b>	2709059
<b>Local authority</b>	Manchester
<b>Inspection number</b>	10311051
<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>	0 to 3
<b>Total number of places</b>	18
<b>Number of children on roll</b>	17
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

The childminder registered in 2022 and lives in the Brooklands area of Manchester. She works with two assistants. The childminder operates all year round, from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an early years qualification at level 3.

## Information about this inspection

### Inspector

Andrea Vaughan

### 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 childminder.
- The inspector discussed with the childminder and her assistants the aims for the curriculum and the impact that this has had on children's learning.
- Consideration was given to parents' written and verbal comments.
- Relevant documents were reviewed by the inspector, including evidence of the childminder's training and the suitability of her assistants.
- The inspector and the childminder evaluated a planned activity and discussed the impact on children's learning.
- The inspector held discussions with the childminder and her assistants to assess their knowledge of safeguarding and welfare requirements of the early years foundation stage.

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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