

# Childminder report

---

Inspection date: 31 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	Good
--	------

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

### The provision is good

Children are happy and have caring relationships with the childminder. They excitedly arrive at the childminder's home, and demonstrate that they feel safe and secure. Children respond positively to the continual praise and encouragement from the childminder, which helps raise their confidence and self-esteem.

The childminder has developed a clear curriculum that reflects his learning intentions for the children. Resources are carefully placed to spark children's curiosity and encourage them to ask questions. For example, the childminder invites children to look at the birds eating on their bird feeder. He helps children to recall what they have learned about the daily visiting birds. Children recall the names and remember the robin has a red breast. The childminder praises children when they attempt to contribute to the discussion. All children make good progress from their starting points.

The childminder has high expectations of children's behaviour and helps them to learn good manners. Children say please and thank you often. They learn to behave well, take turns and share resources. When children struggle to regulate their behaviour, the childminder steps in and gently supports them to identify and manage their feelings. This helps children to consider the possible impact their actions may have on their friends.

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

- The childminder plans effectively for the children's next steps in learning. He provides a broad range of learning experiences which the children thoroughly enjoy. Children use a range of resources to practise their fine motor control. The childminder uses his knowledge to build on children's learning in other areas. For example, while children explore a pumpkin, he models how to use new tools, introduces new vocabulary and demonstrates counting.
- Children are enthusiastic and active learners. They eagerly seek out their favourite resources, such as dressing-up clothes where they model their favourite characters. The children use their imagination and cooperate well with their friends. The childminder is a very good role model and offers specific guidance and encouragement. Children learn to be polite, kind and respectful. They copy the childminder's support for their achievements when they praise his efforts as he plays alongside them.
- Mathematics is woven into the activities of the day. For example, children explore the abacus and counting toys. The childminder asks about the different sized counters, encouraging children to compare sizes. Children demonstrate their counting skills as they look at books together. Children are acquiring early knowledge of mathematics in preparation for later learning.

- Overall, the childminder supports the children to make good progress in their communication and language skills. However, he does not always model the correct pronunciation of words. This means that children do not always hear the correct pronunciation, to help develop their speaking skills further.
- Parents speak positively about the childminder. They say their children are very happy to attend his setting and develop a close bond with him. Parents state that the childminder provides a nurturing environment for children and that they are making good progress in his care.
- The childminder helps the children to adopt a healthy lifestyle. He provides healthy snacks and encourages the children to play outdoors. Children benefit from activities to develop their physical development in the well-equipped outdoor area. The childminder encourages them to be physically active and ensures they follow good hygiene routines, such as washing their hands regularly.
- The childminder regularly updates his knowledge and skills. He takes part in online and face-to-face training to develop his practice. The childminder gathers parents' views when reflecting on his own professional development. For example, he asks for detailed feedback in the communication diaries. Feedback from parents is very complimentary.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder demonstrates strong safeguarding knowledge. He is committed to multi-agency working to ensure that all children who need early help receive prompt support. The childminder demonstrates suitable knowledge of the signs and symptoms that might indicate a child is at risk of abuse, including changes in their behaviour. Furthermore, he understands the procedures to take in the event of him having any concerns about another adult working with children. He talks to children about risks indoors and outdoors and reinforces rules to teach children about how to keep themselves safe. There are clear procedures in place to supervise children should visitors come into the home.

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

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

- strengthen the modelling of words so that children can hear the correct pronunciation, to help develop their speaking skills further.

## Setting details

<b>Unique reference number</b>	EY227510
<b>Local authority</b>	Manchester
<b>Inspection number</b>	10295336
<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>	2 to 3
<b>Total number of places</b>	12
<b>Number of children on roll</b>	2
<b>Date of previous inspection</b>	18 December 2017

## Information about this early years setting

The childminder registered in 2002 and lives in the East Didsbury district of Manchester. He holds an appropriate early years qualification at level 2. The childminder works alongside a co-minder and an assistant. He operates all year round, Monday to Friday, from 7.30am to 6.00pm, except bank holidays and family holidays.

## Information about this inspection

### Inspector

Liz Thomson

## 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 completed a learning walk of the childminder's provision and discussed how he organises and implements his curriculum.
- The childminder took part in a joint observation with the inspector. The inspector considered the quality of education during activities and the impact this has on children's learning.
- The children spoke with the inspector and invited her to join in with their play at appropriate times throughout the inspection. The inspector observed interactions and the conversations between the childminder and the children and considered the impact these have on children's learning.
- Parents shared their views of the childminder's provision with the inspector in written feedback.

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](mailto: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/](http://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](mailto: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](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2023