

Childminder report

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

What is it like to attend this early years setting?

The provision is good

The childminder provides a safe, welcoming and homely environment. Children benefit from the affectionate relationships that they have with the childminder and her assistant. 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 provides a range of interesting resources and experiences which engage children well. Children make independent decisions about what to play with, indoors and outdoors. They have opportunities to plant and grow vegetables in the childminder's garden. They learn about how to care for the plants and pick the produce when it is ready. The children help each other and take turns to pick the apples and pears from the garden for their snack. These experiences help children to understand how to care for living things and the process from 'ground to plate'. Children are confident and behave extremely well.

The childminder supports all the children to develop their communication skills well. She models language effectively and plans specific activities to support children with their next steps in learning. Children are supported to develop their physical skills and self-care practices. The childminder teaches them to wash their hands and take their plates to the sink when they have finished eating. Children make good progress in their development.

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

- The childminder plans a balanced curriculum to help children to develop their physical, communication and social skills. She works in partnership with parents to close any gaps in children's development. The childminder works well with her assistant to monitor children's progress. They use their knowledge of each child to drive forward progress in their learning.
- The childminder ensures that all areas of learning are brought into children's activities and experiences. For example, she takes children to the local woodland and on short walks, which helps to develop their knowledge of the world and sense of community.
- The childminder and her assistant enthuse children about books. They help children to actively take part in telling stories. For example, adults use books to help children predict what comes next in the story. These opportunities help the children to develop a deep love of stories and books.
- The childminder supports children's creativity well. Children giggle with delight while dancing to music and copying the actions. They are confident to express their individuality and become enthralled while engaged in role play and dressing up.

- The childminder engages in mandatory professional development. However, the childminder and her assistant are not always clear on what they want the children to learn from the activities that they provide. Professional development is not focused on enhancing the quality of education.
- Parents are very positive about the care and support the childminder provides for their children. They speak very highly of her and say that she provides a home-from-home setting. Parents comment on how happy their children are in the childminder's care and how they are kept well informed about their child's development and next steps in learning.
- The childminder and her assistant support children to develop good manners. For example, they remind children to say please and thank you. The childminder and her assistant have high expectations of children's behaviour and speak to children with respect and care. This helps children to feel valued and to understand the expectations.
- The childminder places a high importance about teaching children to keep themselves safe. For example, children learn why cleaning the worktops after eating is important to their health and how climbing on the chairs can be dangerous. This helps children gain an awareness of how to stay safe.
- The childminder and her assistant discuss the importance of healthy eating to develop children's understanding of maintaining a healthy lifestyle. Children are encouraged to share the names of the different fruits and vegetables they like at mealtimes. They encourage the children to try new foods and discuss the benefits the food has on their bodies. Children are beginning to understand the importance of a healthy lifestyle.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is well trained and knowledgeable about her role and responsibilities relating to child protection and keeping children safe. She trains her assistant on how to follow her safeguarding policy. The childminder knows and understands signs of possible abuse and has a clear understanding of how to report concerns about a child's safety. The childminder and her assistant frequently attend training to update their knowledge to reduce the risk to children and protect them from harm. All activities and routines are assessed for risks to ensure children are safe. For example, there are stringent risk assessments of visits to local parks and places of interest.

What does the setting need to do to improve?

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

- use professional development opportunities more effectively to help address minor inconsistencies in the quality of education.

Setting details

Unique reference number	500530
Local authority	Manchester
Inspection number	10295325
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 3
Total number of places	12
Number of children on roll	4
Date of previous inspection	18 December 2017

Information about this early years setting

The childminder registered in 1993 and lives in the East Didsbury district of Manchester. The childminder holds an appropriate early years qualification at level 3 and works alongside a co-minder and an assistant. She operates all year round, Monday to Friday, from 7.30am to 6pm, 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 viewed the areas in the childminder's home used by the children, inside and outside.
- At appropriate times throughout the inspection, the inspector spoke with the childminder and the children.
- The inspector checked a range of documentation, including policies and procedures, certificates and the suitability checks of the childminder, and those who live in the household.
- During the inspection, the inspector looked at parent responses to questionnaires and written reviews. She took account of their views.
- The inspector carried out an evaluation of an activity with the childminder.

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