

Childminder report

Inspection date:

21 November 2023

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Met

What is it like to attend this early years setting?

The provision requires improvement

Children are generally happy and relaxed in the childminder's warm and nurturing care. They develop close bonds with her and settle quickly as they arrive. Children enjoy snuggling up with the childminder as they listen to books that she reads to them. They show familiarity with stories and they anticipate what will happen next. Children are keen to play and join in activities, however, their attention is often disrupted. This prevents them learning as much as they can. On the whole, children learn to follow simple instructions and know what the childminder expects of them, such as helping to tidy up. However, at times, the childminder does not always provide effective support for children, including when they struggle to regulate their emotions. This results in a sometimes stressful environment.

The childminder ensures that children have plenty of opportunities to explore the wider world. For instance, she takes children on tram rides into the city and to visit educational places, such as the science museum and art galleries. Children enjoy time at the local park, where they run around and enjoy fresh air and exercise. This supports some aspects of their physical development. However, the childminder is less effective in helping children learn about the importance of good hygiene in keeping themselves healthy.

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

- The childminder's teaching is not proactive or adaptive enough to meet each child's individual learning needs. At times, she does not use effective strategies to manage behaviour or provide them with the support they need. For example, at times, as children struggle to wait for their needs to be met, children shout at the childminder. Furthermore, some children sometimes act out by hitting the childminder to gain her attention. The childminder does not help all children to develop a strong sense of right and wrong.
- The childminder plans a range of activities to support children's learning. When children actively take part in the experiences that are on offer, they are eager to join in. However, the childminder has the television on for long periods, which diverts them from fully taking part. Children often lose focus in the activities and are not always engaged in meaningful learning.
- The childminder does not consistently ensure that younger children are fully involved and can follow their own ideas during activities. This is because, during some planned activities, younger children are secured in child-sized chairs and unable to explore freely. They become frustrated when they cannot reach the resources themselves. Children cry to try to gain the childminder's attention when they require her assistance. This limits their opportunities to play and explore, and impacts on their independent learning.
- The childminder does not consistently help children learn about good hygiene. At

times, she does not encourage children to clean their hands after wiping their nose, or teach children why it is important to reduce the spread of germs. That said, the childminder frequently checks and changes nappies as required. She uses sanitiser gel to clean her hands and disinfectant spray to clean the changing mat. Some hygiene routines are implemented effectively.

- The childminder demonstrates that she is keen for all children to learn and develop. She considers any extra support for those who are in receipt of additional funding. In particular, she supports children's language development well. Children are confident speakers and hold meaningful conversations with the childminder and their peers. The childminder reads stories to the children to introduce speech and literacy skills from an early age. This helps to extend children's vocabulary and supports them to become confident communicators.
- The childminder has built positive partnerships with parents. She provides advice to support parents with children's language skills and potty training at home. This ensures continuity in care and learning. Parents speak highly of the childminder and comment how their children have come on well with their speaking skills since being in the childminder's care.
- Since the previous inspection, the childminder has updated her mandatory training, such as in paediatric first aid and safeguarding. She has also completed communication and language training, which has helped her to establish an effective curriculum for this aspect of learning. However, the childminder does not focus her professional development enough on other areas that children need support with. For example, with their personal, social and emotional development. This hinders her ability to support all children to develop to their full potential.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her responsibility to safeguard children in her care. She knows the signs and symptoms that may cause her concern about the welfare of a child. Additionally, she understands the procedure to follow should an allegation be made against her or against a member of her household. The childminder responds to accidents or injuries appropriately. She ensures that the environment is safe, inside and outside. The childminder encourages children to help when tidying up the toys. This helps to prevent any trip hazards and supports children to learn some ways to stay safe.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
--	-----------------

improve understanding of how to plan and implement an effective curriculum to support children's personal, social and emotional development	21/12/2023
provide consistent hygiene routines that minimise cross- infection and help children learn about promoting their good health.	21/12/2023

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

- allow younger children more opportunities to be mobile during activities, so they can access the resources easily and make independent choices
- minimise distractions during play to support children to maintain attention and get the most from learning opportunities
- build on professional development to improve knowledge of how to develop an effective curriculum that supports all children to make good progress.

Setting details

Unique reference number	EY413871
Local authority	Manchester
Inspection number	10305029
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	0 to 8
Total number of places	6
Number of children on roll	6
Date of previous inspection	8 February 2018

Information about this early years setting

The childminder registered in 2010 and lives in the Blackley area of Manchester. The childminder operates all year round, from 7am to 4.30pm, Monday to Friday, during term time only. She provides funded early education for two-year-old children.

Information about this inspection

Inspector

Daphne Carr

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 provider.
- The childminder showed the inspector the premises and discussed how she ensures they are safe and suitable.
- The childminder spoke to the inspector about her intentions for children's learning.
- The inspector observed the interactions between the childminder and children.
- Children spoke to the inspector during the inspection.
- Parents shared their views of the setting with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.

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