

# Childminder report

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Inspection date:

28 November 2023

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## **Overall effectiveness**

## **Outstanding**

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The quality of education

**Outstanding**

Behaviour and attitudes

**Outstanding**

Personal development

**Outstanding**

Leadership and management

**Outstanding**

Overall effectiveness at previous inspection

Outstanding

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

### The provision is outstanding

Children are extremely happy, settled and secure in the care of the warm and welcoming childminder. They concentrate fully on stimulating activities and show high levels of focus and engagement. This supports all areas of children's learning. For example, children play together harmoniously as they create pictures to take home. Children delve into treasure baskets, which contain interesting resources. This helps to stretch their imagination and supports their acquisition of new words as the childminder introduces new concepts, such as the names of shapes and colours. Children delight in each other's achievements, congratulating each other on a job well done. The childminder provides lots of support through positive comments and gestures.

The childminder has a superb knowledge of each child in her care. She gathers comprehensive information about what each child can do and how they learn best before they start in her care. This is supported through detailed and precise observations and tracking, which highlights any areas for future development. Children's behaviour is exemplary. They are taught from an early age about respect and kindness. The childminder is a fabulous role model. She talks to children about the appropriateness of actions and when it is best placed to display some behaviours. For example, children are reminded that items, such as balls, can be thrown outside. The childminder develops children's recognition of their own emotions and feelings. This allows children to discuss and explore their thoughts, which supports their emotional well-being.

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

- The childminder skilfully extends children's vocabulary and understanding of words and phrases. She builds on what they already know by checking their knowledge before offering new words and explanations. The childminder encourages children to ask questions, which develops their confidence. She gives children ample opportunity to experience new learning through daily activities. For instance, children learn about new shapes and colours as they explore Christmas decorations that are displayed in neighbours' houses.
- Children learn the importance of equality, diversity and inclusion. The childminder explores a wide range of festivals with children, finding out their history, and securing children's new knowledge through creative activities. She extends children's developing understanding through sensitive discussions, explaining to children their differences and what makes them unique. This helps children to be mindful and respectful of others.
- Relationships between the childminder and parents are well established and meaningful. Parents speak highly of the childminder and the care and education that she delivers to their children. They comment on the extensive range of

activities that the childminder provides. They say that their children have made leaps in progress, due to the childminder's excellent input.

- The childminder has developed and maintained successful partnerships with other professionals. She regularly communicates with others involved in children's lives. This enables the childminder to share meaningful information about children's development and how they learn best. The childminder also uses the advice and guidance of professionals to finely tune her practice to support children's individual needs even further. For example, she meets with teachers at local schools to ensure that children's transitions are seamless and effective, which supports their well-being.
- The childminder praises and encourages children. This helps to raise their confidence and self-esteem. The childminder asks questions about their lives away from the setting and uses the children's responses to support their learning and self-awareness. She urges children to support and praise each other when accomplishing even the smallest of tasks, such as when they collectively tidy away resources in preparation for the next activity.
- Children learn about the importance of healthy eating. They are given a wide range of wholesome home-cooked food, which they help to prepare and serve. Children enjoy helping in the kitchen while learning about health and safety precautions and the correct utensils to use. Children's social skills are supported extremely well during mealtimes as they talk animatedly to each other and discuss the benefits of eating healthy foods.
- Children learn about the importance of personal hygiene. The routines implemented during the COVID-19 pandemic are now embedded and maintained to the highest standard. From a young age, children know the correct way to eliminate germs from their hands by following the correct handwashing guidance. Children eagerly share this information with visitors, which shows the importance that they place on this task.
- The childminder ensures that her practice is kept to the highest level possible through reflections and reviews of her provision. She focuses her training to support individual children and enhance her already outstanding provision.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has an excellent knowledge of her role and responsibilities in relation to safeguarding. She attends regular training and has clear child protection procedures, which are shared with parents. The childminder knows what to do and who to contact should she have any concerns about a child's well-being. She supports children's developing understanding of how to keep themselves safe through carefully planned activities. For example, the childminder shows children how to carefully cut pieces of fruit and use cutlery safely. Thorough risk assessments, teamed with comprehensive policies and procedures, help the childminder to keep children safe from risk and harm.

## Setting details

<b>Unique reference number</b>	EY470614
<b>Local authority</b>	Manchester
<b>Inspection number</b>	10308442
<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>	1 to 7
<b>Total number of places</b>	6
<b>Number of children on roll</b>	4
<b>Date of previous inspection</b>	15 March 2018

## Information about this early years setting

The childminder registered in 2013 and lives in the Woodhouse Park, Manchester. She offers care from 7am to 6pm, Monday to Friday, all year round, with the exception of bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children. The childminder holds a childcare qualification at level 3.

## Information about this inspection

**Inspector**  
Shelley O'Brien

### 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 setting.
- The inspector spoke to the childminder and children at appropriate times during the inspection.
- The inspector viewed all areas of the childminder's home where childcare is provided.
- The inspector observed the interactions between the childminder and the children.
- The inspector reviewed some documents, including the childminder's first-aid certificate.
- The inspector considered the written views of parents and other professionals.

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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