

Childminder report

Inspection date: 9 February 2024

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

What is it like to attend this early years setting?

The provision is good

The childminder and her assistant provide children with a home-from-home environment. They welcome children with a hug and a smile. Children feel safe and they enjoy their time at this vibrant setting. The childminder and her assistant know children incredibly well. They plan an ambitious curriculum, which keeps children interested and motivated to learn. Children are confident to take on new challenges and show good levels of concentration. For example, children's laughter is infectious while they search for bugs outdoors.

The childminder and her assistant support children's imagination well, such as when pretending to be dinosaurs. Children immerse themselves into character and help to make a home for the dinosaurs. The childminder and her assistant support children's individuality effectively. They talk to children about what makes them unique, such as having different textured hair and skin colour. Children have a secure understanding of differences and similarities beyond their own experiences. The childminder and her assistant support children to become independent from a young age. Children put on their own shoes and coats. They help to prepare snack and tidy toys away. This helps children to develop good skills in readiness for their eventual move on to school.

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

- The childminder has effective systems in place for self-evaluation. With her assistant, they reflect on aspects of the setting to improve. For example, they have redeveloped the play environment to further support children's creativity and imagination. Children relish these improvements and enjoy creating models of animals. The childminder's capacity to improve is good.
- The childminder and her assistant use what they know about children to provide them with a broad curriculum. Children enjoy the vast array of play experiences. For example, they are fascinated while learning how to play musical instruments and become enthralled while completing puzzles. Children show good levels of perseverance while playing with cause-and-effect toys. They make good progress across all areas of learning.
- In the main, the childminder and her assistant support children's communication and language skills well. They introduce new words and reinforce the correct pronunciation of letter sounds. However, the childminder and her assistant do not give children enough time to think and respond to questions. This does not support children to make even better progress in their communication and language skills.
- The childminder understands the importance of training and coaching. She carries out supervision sessions with her assistant and supports his workload well. They both attend mandatory training, such as first aid. However, the

programme of professional development does not precisely focus on helping to raise professional practice even further.

- The childminder and her assistant support children's love of reading. They take children to the local library to take part in story time. They share books with children and talk to them about the illustrations. Children enjoy selecting books to read and understand that print carries meaning.
- In the main, partnership working is effective. The childminder keeps parents informed of their children's care and learning while at the setting. Links with the local authority are robust. However, the childminder has not established consistent links with other settings that children also attend to complement their care and learning.
- The childminder and her assistant support children's large-muscle skills exceptionally well. They provide outdoor activities to test physical endurance. Children enjoy running and playing football. They learn how to use a slide. Children show good balancing skills and are keen to complete an assault course.
- The childminder and her assistant teach children well about the world that they live in. They support children to gain a secure understanding of living things and how to care for the environment. Children visit the local farm, go on nature walks and help to keep their community clean. They learn about the importance of recycling and are proud of where they come from. Children develop a good awareness of what life is like in modern Britain.
- The childminder and her assistant support children who speak English as an additional language well. They follow robust intervention plans and use key words in children's home languages. Children gain a good command of English.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- provide children with more time to think and respond to questions, to better support their communication and language skills
- refine the programme of professional development, to help raise practice even further
- strengthen partnership working with other settings where children also attend, to better meet their care and learning needs.

Setting details

Unique reference number	2574089
Local authority	Manchester
Inspection number	10305527
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	2 to 2
Total number of places	6
Number of children on roll	1
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2021 and lives in Manchester. She operates Monday to Friday from 7.30am until 6pm, all year round. The childminder works with an assistant.

Information about this inspection

Inspector

Luke Heaney

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 provider and has taken that into account in their evaluation of the provider.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their curriculum.
- The childminder showed the inspector the premises and discussed how they ensure they are safe and suitable.
- The inspector observed the interactions between the childminder, her assistant and children.
- The childminder provided the inspector with a sample of documentation on request.
- The inspector spoke to parents during the inspection and took account of their views.
- The inspector carried out a joint observation with the childminder.
- The inspector spoke to the assistant at appropriate times during the inspection.

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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