

Childminder report

Inspection date: 1 March 2024

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

The childminder's welcoming and nurturing approach helps children to feel settled in her care. Older children confidently choose activities to use. Babies climb into her lap for a cuddle when they are tired. Even young children who are teething are soothed by her calm and gentle approach.

The childminder has high expectations for children. She wants them to be independent and confident before they leave her care for school. Children learn to take care of their own needs. For example, babies are encouraged to hold their own cups when drinking. Pre-school children concentrate well as they learn to cut with a plastic knife. The childminder carefully supervises children, reminding them that knives are sharp. Children begin to consider keeping themselves safe.

The childminder plans her curriculum to build children's social skills. For example, she takes children to toddler groups where they play with a larger group of children. These experiences help children to share and to turn take. Children talk with enthusiasm about the children they meet. They learn to make friends and they play together well. Children benefit from outings to the park where they use their large muscles to run, jump and climb.

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

- The childminder is proactive in maintaining her professional development to improve her teaching. For example, following recent training, she has adapted her outdoor learning environment to include books. Children who learn best outdoors are helped to develop a love of reading.
- The childminder uses her knowledge of child development and her observations of children to plan her curriculum. However, the curriculum is not always used effectively to sequence children's learning. For example, some tasks are well within children's current capabilities. Children complete them easily. As a result, children do not always progress to their next stage of learning as soon as they are able.
- The childminder supports children to develop a love of books. Children enjoy regular trips to the library where they choose books to read at the childminder's house. The childminder engages children well as she reads. Younger children point to the pictures on each page. Older children recall phrases in familiar books. Children develop skills they will use when they learn to read.
- Physical development is well considered. Babies are encouraged to cruise around furniture to develop their large muscles and balance. Pre-school children benefit from threading activities and using dough. These activities help them to develop finger strength and hand-eye coordination.
- The childminder provides a wide range of well-structured activities for children.

However, on occasion, she does not organise activities effectively to support all children's learning. For example, when the childminder completes care tasks with babies, such as nappy changes, pre-school children are less focused on activities. As a result, they disengage for short periods of time.

- The childminder consistently models lovely manners and behaviour to children. As a result, children show caring behaviour. For example, pre-school children sit with their younger friends and 'read' familiar stories to them. Children are kind to each other.
- The childminder knows the importance of building children's language and communication skills. Pre-school children communicate well. However, the childminder uses 'informal language' with the children, for example, 'dada' and 'doggy'. As a result, children do not hear and use the correct language for some items.
- Children benefit from effective and consistent care routines. For example, as children wash their hands, the childminder explains that they are removing any germs. In addition, as children eat their snacks, they discuss foods that help to keep them healthy. Children learn good hygiene routines, and they develop an understanding of healthy lifestyles.
- The childminder uses regular observations to monitor children's progress and to identify gaps in learning. She knows how to make referrals for additional support where needed. As a result, children get effective and timely support, and gaps in learning reduce.
- The childminder helps to prepare children in readiness for school. For example, she helps children to be able to follow instructions, recognise their name and independently use the toilet. This helps children to develop the skills they will use when they are at school.

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:

- plan the curriculum to support children's continual progress, so children's learning is sequenced and builds on their current knowledge and abilities
- review the organisation of routines so that children, particularly pre-school children, remain fully engaged in learning
- support children's development of language by using the correct words for items.

Setting details

Unique reference number	EY467817
Local authority	Manchester
Inspection number	10317172
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 11
Total number of places	6
Number of children on roll	6
Date of previous inspection	22 May 2018

Information about this early years setting

The childminder registered in 2014 and lives in Blackley, Greater Manchester. The childminder holds an appropriate qualification at level 3. She operates all year round, from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Lynn Richards

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 childminder and the inspector completed a learning walk together and discussed the early years foundation stage curriculum.
- The inspector observed the interactions between the childminder and the children.
- The childminder and the inspector discussed how the curriculum has been implemented and the impact that this has had on children's learning.
- The childminder provided the inspector with a sample of key documentation on request, including feedback from parents.

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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