

Childminder report

Inspection date: 5 March 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	Outstanding
--	-------------

What is it like to attend this early years setting?

The provision is good

The childminder has built loving bonds with children. As a result, they are confident and settled in her care. Children smile as they arrive at this welcoming and homely setting. They know where to put their coats and shoes before they settle down to play. This helps children to feel a sense of belonging.

The childminder plans learning experiences to help children to develop their hand and finger strength. Children concentrate well as they mix food colouring into dough. They discuss how the dough feels, describing it as 'slippery' and 'slimy'. Children are delighted as they see the dough change colour and shade as they add more food colouring. This will help them when learning to write.

The childminder plans for children to develop their social skills in readiness for school. She takes children on outings where they meet up with other children. This offers children the opportunity to experience playing in a larger group. They learn to work together on tasks, share equipment and take turns. Children talk enthusiastically about meeting their friends. Their behaviour is good. Children build their knowledge of nature as they visit an allotment. The childminder provides resources for children to grow seeds. They develop their large muscles as they dig holes, carry equipment and water the plants. In addition, the childminder talks to children about healthy foods and foods that are less nutritious. Children are starting to build an awareness of healthy lifestyles.

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

- The childminder uses professional development to improve her practice. As a result of recent training, she has adapted her teaching, using nature to enhance her teaching of mathematics. Children extend their learning of mathematics to the outdoor environment. This helps them to make good progress in their learning.
- Children benefit from the regular use of books in the setting. The childminder reads stories well, and children are enthralled. She uses quality questions to help the children to consider what might happen in the story. They observe the pictures, looking for clues to help them to predict what might happen next. Children develop observation skills that will help them when they learn to read.
- The curriculum supports children to use their imaginations. For example, after looking at pictures of animals hibernating, children decide to make a nest. They have interesting conversations and demonstrate lovely listening skills as they work together. Children's behaviour is good. When there are disagreements, the childminder responds swiftly. She models caring behaviour and shows children how to negotiate. Children learn to consider each other's feelings and to resolve problems.

- The childminder wants children to be independent. She encourages children to develop their self-care skills. For example, children notice their sleeves are wet following handwashing. They confidently express themselves, saying they 'do not feel comfortable'. Children independently get new clothes from their bags to change into. Children are increasingly able to take care of their own needs effectively.
- The childminder follows children's interests in planning her curriculum. For example, currently, children are interested in fire stations. The childminder provides books, small-world play and role-play resources that are linked to their interests. Children are eager to engage, and they concentrate well. They make some progress. However, the childminder does not always set precise targets for individual children. As a result, some learning is less focused, and children's development is not fully extended.
- The curriculum is planned to help children develop their problem-solving skills. For example, children use a ribbon to make a bridge. They work hard to work out how they can fix the ribbon to a door handle. Children persevere with the task in hand. They are delighted when the ribbon eventually stays in place and they can crawl under the bridge they have made. Children develop good self-esteem. They build their resilience and their thinking skills.
- Hygiene practises are in place, for example, children use soap and water to wash their hands after messy activities or playing outside. However, these are not always followed consistently. For example, on occasion, children do not wash their hands after wiping their nose. As a result, children do not always develop consistently good hygiene routines.

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 precise individual targets for children so that learning is focused and they are supported to achieve the best outcomes
- improve the current hygiene practices, in particular helping children to understand the importance of washing their hands after wiping their noses, to help children develop consistently good hygiene routines.

Setting details

Unique reference number	EY447550
Local authority	Manchester
Inspection number	10317138
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 12
Total number of places	6
Number of children on roll	11
Date of previous inspection	10 May 2018

Information about this early years setting

The childminder registered in 2012 and lives in Levenshulme, Manchester. She operates all year round, from 7.30am to 6pm, Monday to Thursday, except for family holidays. She 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 discussed how the childminder organises her early years provision, including the aims and rationale for the early years foundation stage curriculum.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- 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 2024