

# Childminder report

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Inspection date: 15 June 2022

|                                              |                |
|----------------------------------------------|----------------|
| <b>Overall effectiveness</b>                 | <b>Good</b>    |
| The quality of education                     | <b>Good</b>    |
| Behaviour and attitudes                      | <b>Good</b>    |
| Personal development                         | <b>Good</b>    |
| Leadership and management                    | <b>Good</b>    |
| Overall effectiveness at previous inspection | Not applicable |

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

### **The provision is good**

Children delight in the opportunities for exploration that they have in the care of this truly nurturing childminder. Children celebrate their successes as they turn on the outdoor tap to fill a bowl for their water play. They show their determination as they independently carry the heavy bowl to where they want it. Children work together to create waterslides on which they race toy ducks, exclaiming 'yay we did it' when they succeed. Children show their increasing coordination as they practise hammering and sawing at a toy workbench. They immerse themselves in creative activities, producing large scale works of art with different implements. This helps develop some of the skills needed for later writing.

Children spontaneously make links to prior learning. They find books about insects and correctly identify flies, caterpillars and ladybirds. They explain how a caterpillar 'spins a cocoon' before 'becoming a butterfly'. Children's interest in nature is built upon by the information the childminder shares with them. Children create a 'bee house' and talk about how bees make honey. At other times, children show their confidence to take managed risks as they bounce on the trampoline and clamber on climbing apparatus. Children come to the childminder for cuddles if they feel tired or sad which demonstrates they feel safe. Due to the impact of the COVID-19 pandemic, the childminder is providing children with even greater support with socialising in larger groups. This is to help best prepare children for the move to the next stage in their education.

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

- The childminder has a clear focus for the curriculum she delivers to the children in her care. She ensures that what children learn is exactly what they need right now. Children thrive and make rapid progress due to her skilled delivery relating to communication and language. Her speech is always well modelled. She sings and reads to children regularly throughout the day. She narrates children's play and subtly corrects mispronunciations. She introduces new vocabulary which they then use in their own discussions. She uses a range of strategies and assessments to expertly support children who may need some extra help in their communication. All children make good progress in her care.
- The childminder helps children learn about different cultures and communities. She also gathers information from parents to ensure she can accurately teach children about their own heritage, be that through music, cuisine or geography and habitats. Her home environment is filled with imagery, resources and books of wide-ranging nationalities and backgrounds. This combines to help children become respectful and tolerant citizens of modern Britain, and to have the confidence to celebrate what makes them unique.
- Healthy lifestyles and independence are a clear strength of the childminder's

provision. She helps children learn about healthy foods. Children are regularly involved in helping to peel and chop vegetables that are used in the nutritious home-cooked meals provided and independently spread butter on their toast at snack time. The childminder helps children learn about the importance of oral health, including tooth brushing. Children enjoy lots of opportunities to be active during outings to soft-play centres and the park. This supports their developing fitness and stamina.

- Children's behaviour is very good. Disagreements are extremely rare. The childminder helps children learn how to play with each other and the importance of taking turns. As a result, children are very considerate and regularly use good manners without prompting. They display positive attitudes to learning and consistently focus on activities for extended periods of time.
- The childminder makes sure that she shares lots of detailed information with parents about the progress children make in her care. She is keen to follow children's interests in the activities she provides and so finds out regularly about children's recent experiences and interests at home. However, there are some limited instances where parental partnerships could be strengthened. Particularly by obtaining specific information about what children can do, such as if they are able to drink from an open beaker.
- Parents give consistently high praise about the childminder. They comment on the significant progress their children make in relation to confidence and independence. Parents say, 'they surprise me with the things they can do' after being in the childminder's care. They compliment the 'community feel' of the setting and how well the childminder helps children celebrate what makes them unique.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a detailed and in-depth knowledge of her safeguarding and child protection responsibilities. She is able to identify extensive potential indicators of abuse and knows precisely where to report any concerns. In the event of an allegation being made against herself, or another household member, she is clear on the procedures to follow. The childminder draws links between various aspects of safeguarding and understands how they can overlap and be interlinked. For example, domestic violence and abuse, forced marriage, radicalisation and extremism, and female genital mutilation. The childminder ensures her knowledge remains current through training and wider reading on the subject.

## What does the setting need to do to improve?

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

- strengthen partnerships with parents to better ensure children's changing

learning needs are consistently met.

## Setting details

|                                                    |                                                     |
|----------------------------------------------------|-----------------------------------------------------|
| <b>Unique reference number</b>                     | 2501645                                             |
| <b>Local authority</b>                             | Manchester                                          |
| <b>Inspection number</b>                           | 10207715                                            |
| <b>Type of provision</b>                           | Childminder                                         |
| <b>Registers</b>                                   | Early Years Register, Compulsory Childcare Register |
| <b>Day care type</b>                               | Childminder                                         |
| <b>Age range of children at time of inspection</b> | 1 to 4                                              |
| <b>Total number of places</b>                      | 4                                                   |
| <b>Number of children on roll</b>                  | 5                                                   |
| <b>Date of previous inspection</b>                 | Not applicable                                      |

## Information about this early years setting

The childminder registered in 2019. She lives in the area of Chorlton in Manchester. She provides childcare each weekday, from 8am to 5.30pm, term time only, except for bank holidays and family holidays.

## Information about this inspection

### Inspector

Richard Sutcliffe

### Inspection activities

- This was the first routine inspection the provider 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 showed the inspector the premises and discussed how they ensure it is safe and suitable.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Parents shared their views of the childminder with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector spoke to children, to find out about their time at the setting.

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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