

Childminder report

Inspection date: 30 August 2022

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

Children are welcomed into a warm and friendly environment by an enthusiastic and passionate childminder. They develop positive relationships quickly through carefully planned 'getting to know you' activities, such as learning about favourite things to do. This is supported by the caring nature of the childminder and fosters a sense of belonging and confidence. Children have access to a wide range of exciting resources that supports their learning and interests. For example, children confidently select matching and puzzle games to play together inside and welcome the input of the childminder in their play.

Children develop a good understanding of some of the ways to lead a healthy lifestyle. They participate in daily outdoor play for fresh air and exercise, help to prepare nutritious meals with the childminder and learn about self-care from an early age. The childminder provides opportunities for children to develop their sense of self and the importance of community through trips out in the local area and exploring a variety of faiths and cultures. For example, children celebrate their own important festivals and those of their peers. This means children embrace diversity and equality.

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

- The childminder uses her knowledge of what children can do, what interests them and what they need to learn next to plan engaging and challenging activities for children to enjoy. For example, she provides activities that reinforce current learning but adds challenge to develop new skills.
- The childminder carries out the required assessments of children's learning and records these for parents. However, she does not yet communicate with other early years professionals that are, or are soon to be, involved in children's care to share current learning and next steps. This does not support children's move to their next stage in learning to the highest level.
- The childminder encourages children to explore activities using their imaginations and knowledge to push forward their learning. For example, children are given the resources they need to make bubble wands and encouraged to design and create their own masterpieces. The childminder skilfully uses a narrative of what's happening to support children's understanding. This promotes positive self-esteem and a can-do attitude.
- Children prosper during outdoor learning. They enjoy investigating bubbles using hula hoops, ropes, food colourings and their homemade wands. Children carry out experiments to see which ones created the best bubbles. The childminder weaves through mathematical language, such as size and textures, and discusses movement and wind direction to add new dimensions to children's learning.

- Children behave extremely well. They are kind and considerate, thoughtful of their peers and show caring natures. The childminder offers regular reminders of positive behaviours and attitudes through her own practice and actions. This helps children to observe and learn by example. The childminder has systems in place for supporting children with their emotions and feelings. For example, she will plan activities to explore feelings and discuss with children how they can deal with changing emotions. This promotes good self-esteem and self-regulation.
- Parents and carers speak highly of the childminder. They commend her for her commitment to their children and the learning experiences she offers. Parents are fully involved in their children's learning and regularly receive information about what their child has achieved and what they are working on next. Parents give information to the childminder about what they have been doing at home which feeds into future plans for learning.
- The childminder supports children well while they are settling into her provision. She offers settling-in visits and uses this time to get to know the children and families to allow her to provide the best care possible. Children who are preparing for school are helped to develop skills for their future learning. For instance, children are able to support themselves with personal care and dressing.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of how to protect children from harm. She is aware of the various signs and symptoms of abuse and neglect and knows what to do should she have any concerns about a child in her care. The childminder knows the procedures to follow should an allegation be made about herself or a member of her family. Comprehensive risk assessments carried out by the childminder further enhance children's safety. She monitors all areas of the provision and assesses risks on outings to ensure children encounter minimal hazards. Children are taught about managing their own risks from an early age. For instance, they have conversations about staying safe and looking out for dangers in their environment.

What does the setting need to do to improve?

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

- implement strategies for sharing information with other settings that children attend, or are due to attend, to support children's transitions and ongoing learning.

Setting details

Unique reference number	2515735
Local authority	Manchester
Inspection number	10207907
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 4
Total number of places	5
Number of children on roll	3
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019 and lives in the Withington area of Greater Manchester. She operates Monday to Thursday, all year round, from 8am to 5.30pm, except for bank holidays and family holidays. The childminder holds an appropriate early years qualification.

Information about this inspection

Inspector

Shelley O'Brien

Inspection activities

- This was the first inspection the childminder received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken this into account in their evaluation of the setting.
- The childminder showed the inspector around the areas of the home used for childminding and explained her intentions for children's learning.
- The inspector spoke to the childminder and children at appropriate times during the inspection. She received written and verbal feedback from parents.
- The inspector observed the quality of education provided, indoors and outdoors, and assessed the impact it was having on children.
- The inspector viewed a sample of key documentation and checked evidence of suitability for all adults living in the home.

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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