

Childminder report

Inspection date: 11 July 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 happy and well settled. They confidently explore the outdoor environment, knowing the childminder is never far behind. For example, babies are fascinated by sounds they hear and display inquisitive behaviour each time noise is created, especially when the spoon hits the pot and makes a 'clang' sound. Younger children explore the sensory magic beads for long periods of time and are engrossed by the texture of the beads. This helps support children's use of imagination and sensory experience.

The childminder has high expectations for children's learning through a well-thought-out curriculum. Children learn about the world around them through sequenced and engaging activities; for example, they learn about various public transport options by riding on the bus and local tram service. This helps children learn about the similarities and differences of diverse transports.

Babies thoroughly enjoy crawling toward the young children, imitating them as they go along. The childminder ensures resources are easily accessible for babies to use, such as ensuring the height of the water tray is reachable when babies attempt to stand up using the tray as adequate support. As a result, babies move around confidently and are outwardly proud of their achievements. Younger children show great care and concern for their younger counterparts by moving out of the way when necessary and independently ensuring there is sufficient space for the babies to join in.

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

- The childminder knows the children well. She confidently speaks about their learning needs and the next steps in their educational journey. The childminder plans an inclusive curriculum that considers children's individual stages of development. However, on occasion, the childminder does not use her good knowledge of children to inform her interactions in order to promote children's learning even further.
- The childminder encourages children to recall topic-related songs. They know the names of the animals and join in with these as the childminder sings 'Old MacDonald Had a Farm'. Babies sway side to side and bounce their bodies in response to the familiar song, displaying excellent recall skills and enjoyment.
- Younger children exhibit great focus as they attempt to cut the fruit with a knife. This helps to progress children's physical skills. Children then share the fruit with the babies, following specific instructions from the childminder. Babies exhibit sheer excitement when they see the food and they wave their hands in the air and make sounds. The childminder responds by making eye contact and using singular words to acknowledge this. This helps children to gain confidence to

communicate what they want or need.

- Babies have plenty of opportunities to explore and experiment with a broad range of age-appropriate resources, notably the light-up glitter ball and sensory blocks. Babies show delight as they figure things out for themselves, such as pointing their fingers at the mirror and discovering their reflection. This ignites children's curiosity and supports their exploration skills effectively.
- Children learn about the importance of hygiene through handwashing. The childminder explains the process of washing hands to enforce hygiene. Later in the day, children confidently recall and model the process of washing their hands without aid, showing they remember what they have learned.
- The childminder keeps up to date with mandatory training, such as safeguarding and first aid. She has explored some professional development opportunities on areas of practice she feels less confident. However, this has not yet had the desired impact on some areas of practice, especially communication and language.
- Partnerships with parents are strong. Communication is undoubtedly positive and the childminder shares children's progress and development regularly. Parents describe the childminder as 'nurturing'. They highly recommend her care and say they are thrilled that their children are safe, stimulated and happy.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of her role to safeguard children. She offers a safe environment for children. For example, safety gates are installed on the doors, meaning children cannot access certain areas unsupervised. The childminder is aware of the signs and symptoms of abuse and how to report any concerns. She is aware of a wide range of safeguarding areas, such as county lines and internet safety. The childminder is aware of the action to take if an allegation is made against herself or a household member.

What does the setting need to do to improve?

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

- make the most of positive interactions that focus more precisely on children's next steps to further extend children's learning
- seek professional development opportunities, including for communication and language, to raise teaching to consistently high levels.

Setting details

Unique reference number	2523759
Local authority	Manchester
Inspection number	10208185
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	0 to 2
Total number of places	6
Number of children on roll	4
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019 and lives in the Withington area of Manchester. She provides care all year round, from 8am to 5pm, Monday to Thursday, except for bank holidays and family holidays. The childminder holds an appropriate childminding qualification.

Information about this inspection

Inspector

Maryam Chauhan

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 childminder.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The childminder showed the inspector the setting and discussed the arrangements to keep it safe and suitable.
- The inspector observed the interactions between the childminder and children.
- Parents shared their views of the setting with the inspector.
- Children spoke to the inspector 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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