

Childminder report

Inspection date: 21 June 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 content in the child-orientated environment. They form strong attachments with the childminder, who is calm in her approach. Children who are new to the setting complete settling-in sessions. They are given lots of reassurance and support. This helps them to easily adapt to being cared for by the childminder. Children demonstrate a great enthusiasm for learning. They concentrate for long periods of time and use their fine hand muscles as they model the magnetic sand. Children demonstrate that their learning has been absorbed by confidently recalling shapes and colours. They beam with pride and celebrate their successes. For example, when praised by the childminder for correctly naming the octopus cutter, they cheer and clap with each other. All children demonstrate high levels of confidence and self-assurance.

All children's behaviour is noteworthy; they share the toys well and confidently express their wishes. They always say 'please' and 'thank you'. Children show a great ability to patiently wait their turn as they play cooperatively side by side. They especially enjoy learning in the outdoor play area. The childminder recognises the impact of the COVID-19 pandemic on children's personal social and emotional skills. She has adapted her curriculum to include opportunities for children to socialise with other adults and children. She takes children on regular outings to local parks, farms and playgroups. As a result, children are gaining the confidence to interact with others.

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

- Language and communication are a high priority for the childminder, who also speaks fluent French. Parents have embraced the opportunity for their children to learn a second language. The childminder reads a familiar story and translates key words in French. Children enthusiastically join in. They know the words well and repeat them in both languages. Children use words, such as 'chaussures' for shoes and 'Merci' to say 'thank you'. They truly benefit from her knowledge and expertise. They have a great love of books and are confident communicators in both languages.
- Partnerships with parents are strong. The childminder seeks their views on a regular basis. Parents comment that their children love attending and acknowledge the work the childminder has done to help children catch up on their social skills. They congratulate the childminder, saying their children's 'language and communication skills are exceptional and have exceeded expectations, including their skills in learning French'. They value the tips the childminder offers to support children's home learning, such as potty training. She also provides activities and ideas to parents about oral hygiene, such as how to encourage children to brush their teeth.

- The highly qualified childminder understands how children make progress in their learning. She accurately assesses their progress regularly and has a great understanding of what children know and need to learn next. The childminder uses this information to sequence their education well. She provides meaningful opportunities to help challenge children's thinking. For example, the childminder enables them to independently reflect when they incorrectly name a shape and to identify the difference between a triangle and a square. This approach has helped children to develop confidence in their abilities. All children are making good progress in all areas of their learning and development.
- The childminder supports children to gain an awareness of the importance of personal hygiene, such as washing their hands before eating. Children also learn about healthy lifestyles, for example they help the childminder make pure orange juice for their morning snack. Children also benefit from lots of fresh fruit and homemade nutritional meals. The childminder reminds the children to drink plenty of fresh water especially in the hot weather.
- Children have regular opportunities to learn about differences between themselves and others. The childminder takes them to community events, where they learn about foods, festivals and how people from other cultures dress.
- The childminder has not yet established direct links with other settings children attend to provide continuity in their learning and development. That said, children are well prepared for their transition to the eventual move on to school. They show great independence skills, such as dressing themselves and attending to their personal needs. Children are also able to make meaningful marks and attempt to write their name.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure knowledge and understanding of safeguarding and has completed child protection training. As a result, she is acutely aware of the procedures to follow if she has any concerns about the safety and welfare of any child in her care. The childminder also understands the importance of ensuring the suitability of household members. Children's safety is assured because all areas of the childminder's home are safe. She also provides high-visibility vests and t-shirts with her own logo so that children can be easily identified when on outings. The childminder teaches children to learn the importance of staying close by and not talking to strangers.

What does the setting need to do to improve?

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

- develop further links with other settings children attend to provide continuity in their learning and development and education.

Setting details

Unique reference number	2543766
Local authority	Manchester
Inspection number	10215452
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	2 to 2
Total number of places	6
Number of children on roll	2
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019 and lives in Ardwick, Manchester. She operates all year round, Monday to Friday, from 7am until 6pm, except for family holidays. The childminder has relevant level 3 qualification.

Information about this inspection

Inspector

Alison Tranby

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's setting.
- The inspector completed a tour of the childminder's home. The intended learning opportunities available for children were discussed.
- Discussions at were held at convenient times with the children and the childminder.
- The inspector discussed how the childminder will deliver educational programmes for early years children, including the activities, experience and resources she will provide.
- Consideration was given to parents' written comments.
- The inspector held discussions with the childminder to assess her knowledge of safeguarding and welfare requirements of the early years foundation stage and how the childminder evaluates her practice.
- The childminder and the inspector evaluated an activity and discussed the impact on children's learning.
- Relevant documents were reviewed by the inspector including qualifications and children's records.

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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