

Childminder report

Inspection date: 20 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 love to be around this bright and bubbly childminder. When they arrive, they confidently leave their parents and begin to play. Children are kept safe indoors and outdoors under the childminder's watchful eye. They enjoy access to a range of interesting resources that have been carefully selected to match their interests and stages of development.

Toddlers learn about rules and boundaries in this warm and homely environment. They are supported to tidy away one activity before getting out another one. During games, the childminder reinforces when it is 'my turn' and then 'your turn' to help children understand how to share resources.

Children form strong bonds with the childminder. Toddlers regularly go to her for a reassuring hug. She is tuned into their body language and recognises the signs that they are tired or hungry. This bond helps children to become increasingly independent. They confidently try out new ideas, knowing that she is on hand for support.

The childminder is aware that toddlers born during the COVID 19 pandemic may have had fewer opportunities to interact with groups of children. She finds every opportunity to support their language development and supports parents to do the same. She visits local play sessions and meets with other childminders to offer opportunities for children to socialise in larger groups.

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

- The childminder takes every opportunity to extend children's language as she chats and plays with them. She uses lovely facial expressions and body language to show that she is truly interested in what children are doing and saying. The childminder sings lots of songs with the children. They know a range of songs and sing to themselves as they play. This shows that children are becoming confident in using language.
- The childminder accurately assesses children's stages of development and plans activities to build on what they know and can do. For example, as toddlers become physically more confident, they move from push-along toys to sit-and-ride toys and then on to trikes with pedals. Her skilful teaching helps children to make good progress in their learning.
- Children access a range of books for themselves. The childminder brings these to life as she shares them with children. This helps to develop their love of books and extend their vocabulary. The childminder uses mathematical language in play. She talks about the shape and position of objects. Children are learning to match objects and notice patterns.

- The childminder's exuberant interactions hold the attention of the toddlers. She makes activities practical and links them to their interests. This maximises learning and develops their attention skills. For example, she plays alongside children in the sand and water. As she supports them to make the water wheel turn, children giggle with delight at their achievements. In this way, children are beginning to understand how things work.
- Parents are very happy with the standard of care and education provided by the childminder. They know that their children are happy and say that they are sometimes disappointed when it is time to go home. Parents value the way in which the childminder works in partnership with them. For example, she supports them to introduce new foods to fussy eaters. If children also attend a nursery setting, the childminder liaises with parents to find out what children do there. However, she does not have any direct links to the nursery. This means that not all information about the child's learning is shared effectively.
- The childminder is passionate about her provision. She has a good understanding of how children develop and is keen to learn more. The childminder is eager to further her understanding of children's language development. She plans to access additional training to achieve this. The childminder's paediatric first-aid qualification has recently expired. However, she is able to discuss the treatment she would administer if a child bumped their head or what she would do to help a child who was choking. She has booked onto a course in the very near future to regain the qualification.
- The childminder makes children feel valued. She gives them time to think things through and decide how they want to tackle a problem. She tells them, 'It's fine to do it your way, I'll wait for you.' The childminder reminds children of what makes them special and unique. She recognises ways to support the most vulnerable children, including those with emerging special educational needs and/or disabilities.

Safeguarding

The arrangements for safeguarding are effective.

The childminder undertakes training to ensure that her knowledge of child protection is up to date. She understands how to identify and report any concerns that may suggest that a child is at risk of harm. The childminder is aware of how to keep children safe online and supervises children whenever they access the internet. The childminder puts effective measures in place to manage risks in the home environment and on outings. Toddlers are closely supervised when accessing the learning environment while are encouraged to move safely around the environment. For example, children who have recently begun to walk, have learned to negotiate outdoor steps safely by going down backwards. Few accidents occur because of the childminder's vigilance. Detailed records are kept of any that do. Children are becoming aware of good hygiene practices and are supported to wash their hands after toileting and before eating.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date
obtain and maintain a valid paediatric first aid qualification.	23/07/2022

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

- improve partnership working and information-sharing systems where children also attend another setting.

Setting details

Unique reference number	2550401
Local authority	Manchester
Inspection number	10239216
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 10
Total number of places	6
Number of children on roll	0
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2020 and lives in Blackley, Manchester. She operates Monday to Friday, 7.30am to 6.00pm, all year round.

Information about this inspection

Inspector

Dawn France

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 provider and has taken that into account in their evaluation of the provider.
- 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 inspector considered how the childminder works in partnership with parents and others.
- The inspector spoke to parents during the inspection and took account of their views.
- The inspector discussed the childminder's self-evaluation.
- The inspector observed the interactions between the childminder and children.

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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