

Childminder report

Inspection date: 10 November 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 Met (enforcement)

What is it like to attend this early years setting?

The provision is good

Children feel settled and secure with the childminder. They enjoy cuddles and soothing words when they are upset. The childminder is bilingual and uses these skills to speak to children in their home language. This especially helps new children and those with limited English to settle. Children are happy and safe. They benefit from positive and engaging interactions with the childminder. Children respond well to the high expectations the childminder sets for them.

Children join in a variety of activities that help them to learn. They make good progress in their learning. The childminder reads expressively to children. She encourages them to lift the flaps as she reads 'Dear Zoo'. Children are delighted when they see the animals underneath. They develop a love of books and reading. Children enjoy joining in with songs. The childminder uses pictures to help children to recognise and name the different nursery rhymes that they sing. Children behave well. They understand what is expected of them. Children socialise with others and make friends as they visit local playgroups. They visit the library and local parks, where they develop their physical skills, and their health and well-being are supported.

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

- The childminder knows children well. She assesses children and plans activities to help them to meet their next steps. This helps children to make good progress in their learning.
- The childminder provides good support for children's physical development. She encourages children to explore dough and manipulate it in different ways. She models squashing the dough and using cutters to make shapes. Children attempt to copy her movements, which helps them to develop the muscles in their hands.
- Support for children's communication and language is good. The childminder narrates what she does and repeats key words for children, such as 'squash'. This helps children to hear a wide variety of familiar and new words as their speech develops.
- The childminder encourages children to find their own solutions when they experience difficulties. For example, when children find it tricky to fit blocks together, she reassures them and provides gentle guidance. This helps children to become resilient in problem solving.
- The childminder teaches children basic mathematical skills through play. For example, the childminder shows children how to count toy animals one at a time. This helps children to gain a good understanding of early mathematical concepts.
- Children become deeply engaged in the activities provided. They are able to

focus for long periods of time, such as when stacking blocks. Children have positive attitudes towards learning.

- The childminder quickly responds to children's needs. For example, she recognises when children are hungry or tired, even before they have learned to speak. She takes action to meet children's needs without delay. This helps children to feel comfortable.
- The childminder helps children to develop their independence skills. For example, she encourages toddlers to put their arms into their coats and to try and put their feet into their shoes. This helps children to learn the skills they need to complete these tasks independently.
- The childminder takes part in training to help her to develop her knowledge and skills further. For example, she participates in training to support communication and language. This means that her practice is always improving.
- Parents are very happy with the care provided. They praise the progress children make. The childminder keeps in touch with parents by sending photos and regular updates throughout the day. This supports positive parent partnerships.
- The childminder collects all the required information from parents when children start with her. However, she does not always collect enough detailed information about children on an ongoing basis. This means that she does not have all the information required to provide the highest standard of care.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of the signs and symptoms of abuse. She knows how to report any concerns she has about children. The childminder knows what to do if any concerns are raised about herself. She has attended courses in safeguarding to help her keep her knowledge up to date. The childminder teaches children about road safety. Children learn what the red and green lights mean and how to cross roads safely. This helps children learn how to keep themselves safe. The childminder has appropriate car seats for children for when they travel by car.

What does the setting need to do to improve?

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

- enhance information collected from parents on an ongoing basis to help maintain the highest standard of care.

Setting details

Unique reference number	2566454
Local authority	Manchester
Inspection number	10251721
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 11
Total number of places	6
Number of children on roll	4
Date of previous inspection	25 July 2022

Information about this early years setting

The childminder registered in 2020 and lives in Hulme, Manchester. She operates all year round, from 9am to 6pm, Monday to Friday.

Information about this inspection

Inspector

Amanda Richards

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 childminder and inspector completed a learning walk together and discussed the early years curriculum.
- Children communicated with the inspector during the inspection.
- 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 with the inspection.
- The inspector carried out a joint observation with the childminder.
- The childminder provided the inspector with a sample of key documentation on request.

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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