

Childminder report

Inspection date: 13 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, content and enjoy their time in the childminder's welcoming home. They play enthusiastically with friends and confidently choose from a wide range of resources. The adults rotate and enhance these resources regularly and build learning around children's interests. Children demonstrate cooperative play in all areas, and they have developed strong relationships with each other and the adults. For example, children wait for their turn at the creative table until their friends inform that they have finished, and a space is available. Children behave well and have positive attitudes towards their learning. The adults are excellent role models, and children are keen to live up to their high expectations. Adults praise children for their achievements, and the children beam with pride.

Children's physical development is particularly well promoted, indoors and outdoors. Children eagerly climb aboard a large pirate ship and enter the crow's nest. They close the safety zip on the trampoline and proceed to bounce energetically. Children thrive as they run around the large garden area. They are challenged in their development and learn to manage risk as they climb up steps and small ladders. They develop their large muscles as they hang on tightly on the swing frame. Children's overall well-being is very well supported.

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

- Adults plan a broad and engaging curriculum around children's interests. Continuous observations of children and regular self-reflection ensure that teaching and learning are interesting and have greater impact. For example, recent weather forecasts are linked with an activity learning about the world. Children discuss places that are hot and cold and make comparisons with other places they know. Children discuss why camels are suited to the hot desert and why they do not see them in Manchester.
- Adults provide opportunities for children to develop their mathematical understanding throughout all activities and routines of the day. Children practise cutting shapes and counting at the creative table. They learn about volume and capacity as they fill and empty containers in the garden. Children are immersed in the world of number and problem-solving, which sets the foundation for further learning.
- Children develop independence skills and healthy habits. They learn to wash their hands regularly and understand how this helps prevent the spread of germs. Children talk about healthy foods at snack times as they build up knowledge of what keeps their bodies healthy. However, opportunities for children to learn about good oral hygiene are not as prevalent.
- Adults support children's communication and language skills effectively. They monitor children's progress diligently to ensure that any emerging gaps in their

development are addressed. Interventions are implemented quickly and evaluated regularly to measure their success. Adults talk with children, ask questions to engage them in conversation, and give them time to respond. The environment is geared towards helping children understand the role of language and practise it themselves.

- Children enjoy being creative. They are supported to use a variety of materials, such as glue and paint. Children enjoy the process of choosing what they wish to make. In the role play area, children creatively pretend to have a barbecue. Adults draw on children's past experiences to develop the discussion. Together, adults and children talk about safety and the importance of following rules. Children who have not had a barbecue experience learn important knowledge from their peers and adults.
- The childminder has good management and leadership skills. She leads supervisions and facilitates peer observations to ensure staff share good practice and highlight areas for development. The childminder actively seeks guidance on updates in early years to help her to keep abreast of changes. She identifies areas of practice that she would like to further improve through regular reflections with staff and parental feedback.
- The childminder has safe recruitment procedures. However, she has not always understood the requirement and process for Ofsted to complete checks on all assistants and provide the applicant with a letter confirming their suitability to work with children. The childminder has since followed the correct process for all assistants she employs and always assures their continued suitability.

Safeguarding

The arrangements for safeguarding are effective.

Adults have a secure understanding of safeguarding. They understand how to keep children safe by knowing the indicators of abuse and the procedures they must follow if they have a concern. Adults understand what to do in the event of an allegation against the childminder or a member of her household. Daily equipment checks are undertaken before use, and regular risk assessments are completed to ensure that children remain safe in the setting. Adults undertake training to ensure their knowledge is up to date. The premises are very clean, safe and secure.

What does the setting need to do to improve?

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

- promote children's understanding of oral health and how they can care for their teeth.

Setting details

Unique reference number	2571637
Local authority	Bury
Inspection number	10239235
Type of provision	Childminder
Registers	Early Years Register
Day care type	Childminder
Age range of children at time of inspection	1 to 3
Total number of places	9
Number of children on roll	9
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2020. She lives in the Prestwich area of Manchester. She provides childcare term time only, from 9am to 2pm on Monday to Thursday, and from 9am to 12.30pm on Friday. The childminder holds an appropriate qualification at level 3. She works with two assistants.

Information about this inspection

Inspector

Shaun Wilson

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 setting.
- The childminder and the inspector had a learning walk and discussed the childminder's intentions for children's learning.
- The inspector observed and spoke to children, indoors and outdoors, paying attention to how effective the curriculum is for children's learning.
- The inspector observed interactions between the childminder, assistants and the children.
- The childminder and the inspector discussed the implementation of the curriculum and the impact this has on children's learning.
- Parents shared their views on the setting with the inspector.
- The inspector viewed a range of documents, including the childminder's paediatric first-aid certificate.

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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