

Childminder report

Inspection date: 28 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 develop well in the welcoming, safe and homely environment that the childminder has successfully created. They demonstrate their close relationship with the kind and caring childminder. She quickly recognises when children need extra emotional support and offers them cuddles, comfort and reassurance. Children learn to be polite and kind. For example, toddlers say 'please' when asking for more snack. A consistent routine supports children to feel secure and understand what is expected of them. Children listen to the childminder modelling kind behaviour and repeat this with their family. These positive interactions help children to feel secure and supports their emotional well-being effectively.

The childminder has high ambitions for all children and supports them to make good progress. For example, toddlers share an interest in reading. They choose and handle books with ease and smile at the images, repeating words and developing literacy skills from a young age. Number rhymes are well used to encourage children who are interested in numbers to join in with a range of rhymes and songs. Children behave well in the company of other children and learn good social skills. For example, the childminder takes them to local stay-and-play sessions, where they are able to develop their social skills when meeting new people.

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

- The childminder knows children well and plans effectively to help them move forward in their learning and development. She has a good understanding of typical child development and can identify when a child may need additional support. The childminder has a clear plan of what she wants children to achieve to help them with the eventual move to school.
- Overall, the childminder promotes children's communication and language skills well. She speaks clearly and supports children's correct pronunciation of words. The childminder engages children in conversations and provides a narrative for what they are doing. She introduces new words, including mathematical language. For example, she introduces 'squashy' and 'squishy' to describe wet sand, and 'find one more' when looking for items. However, at times, the childminder does not give children enough time to think and respond to her questions, to help them to express their own thoughts and ideas.
- Children are willing to have a go and, in the main, develop good independence skills. They relish opportunities such as washing their own hands. However, at times, the childminder is too quick to step in and help children. For example, she puts children's coats on for them, serves them snacks and seats them at the table. This means opportunities for children to further extend their self-help and independence are limited during these times.

- Children's physical development is promoted through a range of activities. Children enjoy their physical play, such as riding trikes in the childminder's garden. They also regularly walk in the local area and visit the library. The childminder also skilfully uses these opportunities to help children make links in their learning. For instance, children observe the large wheels of the bus and connect this to their favourite song.
- Children learn about the lives and cultures of others through meaningful activities. They use technology to research and watch videos of a variety of traditional celebrations. Children are taught to recognise similarities and differences between themselves and others. They enjoy meeting people while on outings locally. This helps to successfully develop their awareness of their local community and of people in the wider world.
- Parents speak highly of the caring childminder and the service she provides. They say that their children are settled, happy and making good progress. The childminder provides support and advice. She communicates effectively. Parents are regularly updated about their children's achievements and next steps. The childminder shares ideas to support children's learning at home, which enhances continuity in learning.
- The childminder is a reflective practitioner. She targets further training to help to improve her practice and secure good outcomes for children. For example, she plans to further enhance her understanding of how to support children's physical and oral health further.

Safeguarding

The arrangements for safeguarding are effective.

The childminder fully understands what she needs to do in order to protect children from harm. She has attended training in safeguarding and child protection, and confidently describes how she would report any concerns to the appropriate authorities. The childminder has a clear understanding of the potential signs and symptoms of abuse and neglect. She understands the action to take if an allegation is made against her. She completes risk assessments on her property to ensure that children are safe and secure. The childminder maintains her first-aid certificate, so that she can support children in the event of an accident.

What does the setting need to do to improve?

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

- strengthen questioning techniques and enable children to have enough time to think about their answers to questions and express their own thoughts and ideas
- maximise opportunities for children to do more for themselves and develop their independence skills further.

Setting details

Unique reference number	2572580
Local authority	Manchester
Inspection number	10239273
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 8
Total number of places	6
Number of children on roll	6
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2020 and lives in Manchester. She operates all year round from 7.30am to 6pm, Monday to Friday, except bank holidays and family holidays.

Information about this inspection

Inspector

Suzy Marsh

Inspection activities

- This was the first routine inspection the childminder received since the COVID19 pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in her evaluation of the setting.
- The inspector and the childminder completed a learning walk to understand how the early years provision and the curriculum are organised.
- A joint evaluation of an activity was carried out by the inspector and the childminder.
- The inspector observed the quality of education during activities, indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector held discussions with the childminder and spoke to children at appropriate times during the inspection.
- The inspector looked at a sample of the childminder's documents. This included evidence about the childminder's suitability and training.
- Written feedback from parents was given to the inspector, who took account of their views.

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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