

# Childminder report

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Inspection date: 8 August 2022

|                                              |                |
|----------------------------------------------|----------------|
| <b>Overall effectiveness</b>                 | <b>Good</b>    |
| The quality of education                     | <b>Good</b>    |
| Behaviour and attitudes                      | <b>Good</b>    |
| Personal development                         | <b>Good</b>    |
| Leadership and management                    | <b>Good</b>    |
| Overall effectiveness at previous inspection | Not applicable |

## **What is it like to attend this early years setting?**

### **The provision is good**

Children are warmly welcomed by the childminder. They show that they feel happy and comfortable in the setting. As a result of COVID-19, parents no longer enter the setting. However, children separate from their parents well. Children have a secure bond with the childminder, who is patient and caring. They are invited to take part in their favourite activities, both indoors and outdoors, such as playing with the dough, drawing pictures, sharing a book or selecting an activity in the outdoor garden. The childminder frequently introduces new language as the children play and encourages them to use their critical-thinking skills.

Children show their imaginative skills through their play. For example, with dough, they pretend to make cakes and engage in role play with the teddies outdoors. The childminder allows time to problem-solve as she supports the children to give it a try themselves. For example, a child is encouraged to work out how to plug the microphone into the musical keyboard so that they can sing into it. The childminder follows the children's lead as they play and explore, linking closely to children's interests and engaging them effectively. She encourages the use of new words in her interactions. As a result, the children acquire new vocabulary. During the dough activity, the childminder introduces words such as 'sticky' and 'soft'. This supports children's emerging language development as they explore textures.

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

- The childminder knows the children very well. She gathers useful information when children start at her setting. The childminder confidently shares what children can do, what she wants them to learn and why. She is clear in her learning intentions for the children and plans next steps for them. This helps them to make progress. The childminder is aware that the COVID-19 pandemic has reduced opportunities for children to develop their social and communication skills and has taken steps to address this.
- Children have plenty of opportunities to be independent in the setting. They are encouraged to wash their own hands and pour themselves water from the jug. Children are encouraged to take off and put on their own shoes. They enjoy helping to clean the tables with the childminder after eating. This is further developing their confidence and independence.
- Children learn about healthy lifestyles. For instance, the childminder provides a choice of fruit for snack and access to water is always available. This helps children to learn about good food choices. Children learn about the importance of looking after themselves to be healthy. They share a book about teeth brushing and the childminder explains the importance of wearing sunscreen in the hot weather.
- Regular time in the outdoor garden and visits to the park allow children to be

active and develop their physical skills. There are plentiful resources available, both indoors and outdoors, which allow children opportunities to follow their own interests as they explore the environment.

- The childminder reminds children of the expectations of behaviour. She supports children to say 'please' and 'thank you'. However, there are occasions when her strategies for managing unwanted behaviours are not consistently implemented. This means that children are not always clear about the rules and boundaries set for them. Consequently, they do not always learn how to regulate their own behaviour.
- The childminder works closely with other settings and parents. She provides updates on their child's day and parents speak highly of the childminder. However, not all parents know their child's next step, which means they cannot continue to support their child's learning at home. The childminder does, however, use information from other settings to inform the children's next steps. Using this information promotes a consistent approach across both the settings.
- The childminder uses the information provided by other outside agencies and her own professional judgement to support children with special educational needs and/or disabilities. She takes part in training to enhance her own professional knowledge. For example, she has recently taken a course to support children with speech and language delay.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder knows the different signs of abuse and how to report any concerns regarding children's safety. She takes part in regular training and ensures that any assistants working with her undertake safeguarding training. When recruiting an assistant, the childminder follows safer recruitment practices. This ensures that all staff working with children are suitable. The childminder understands what procedures to follow for any unexplained absences and how she would record any safeguarding concerns. Furthermore, she knows the possible behaviours and indicators that a child is at risk of radicalisation and who she would report this to. The childminder ensures the premises are always safe and secure. When going out on a visit, she makes a risk assessment to ensure the safety of the children.

## What does the setting need to do to improve?

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

- strengthen systems for promoting positive behaviour to enable children to understand what is always expected of them and learn to regulate their own behaviour
- enhance the system for two-way information sharing with parents so that they know how to support their children's learning at home.

## Setting details

|                                                    |                                                     |
|----------------------------------------------------|-----------------------------------------------------|
| <b>Unique reference number</b>                     | 2576902                                             |
| <b>Local authority</b>                             | Manchester                                          |
| <b>Inspection number</b>                           | 10239562                                            |
| <b>Type of provision</b>                           | Childminder                                         |
| <b>Registers</b>                                   | Early Years Register, Compulsory Childcare Register |
| <b>Day care type</b>                               | Childminder                                         |
| <b>Age range of children at time of inspection</b> | 2 to 11                                             |
| <b>Total number of places</b>                      | 5                                                   |
| <b>Number of children on roll</b>                  | 7                                                   |
| <b>Date of previous inspection</b>                 | Not applicable                                      |

## Information about this early years setting

The childminder registered in 2020. She lives in Manchester and operates Monday to Friday, from 7am to 6pm, all year round, with the exception of family holidays.

## Information about this inspection

### Inspector

Jayne Renshaw

### 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 childminder and has taken that into account in their evaluation of the setting.
- The inspector observed the quality of teaching and interactions, and the impact these have on children's learning.
- A leadership and management meeting with the childminder was held to discuss safeguarding arrangements and to sample documentation.
- The inspector completed a learning walk with the childminder to discuss how the provision is organised.
- Ongoing discussions were held by the inspector and the childminder.

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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