

Childminder report

Inspection date: 11 May 2023

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 flourish and are curious in the warm, stimulating environment the childminder creates. They are happy on arrival and confidently take their shoes and coats off, ready to start the day with excitement. Children follow routine with ease and independently wash their hands before eating snack. They fully understand the behaviour that is expected of them. Children are kind and respond to their friends' wishes with a positive attitude. They share squirting bottles outside while they make 'nature smoothies' and comment on their peers' creations. Children spend lengthy periods of time concentrating on pouring, mixing and splashing with coloured water, flowers and herbs. They enjoy the full sensory experience and use a wide range of vocabulary. Children persevere with tasks and recognise their achievements. They ask the inspector to look at their painting on the board as they smile with pride. Additionally, children often say, 'I did it,' during their play. This shows they have developed a positive, can-do attitude towards learning.

Children have lots of opportunities to play outside and visit the local area. This helps develop their understanding of the natural world and their community. They learn about life cycles and grow their own tomatoes. Additionally, they read books and sing songs related to the topic of the week. For example, they enjoy sharing 'The Very Hungry Caterpillar' story as they look at the caterpillars they are hatching. Parents are informed about each theme so they can continue discussions at home with their children. This helps to build on children's knowledge.

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

- Children benefit from a well-prepared environment and curriculum. The childminder has high expectations for children's achievement. She carefully sequences her intentions for children throughout their time in her care. The childminder consistently checks what children know and can do so she can continue to challenge their thinking. As a result, children remain engaged and are highly interested in their learning.
- The childminder involves parents in their children's learning from the start. They know what their children are learning week by week and what their next steps in learning are. This helps parents continue children's learning at home. Additionally, parents comment on how well the childminder has implemented additional support plans when working with other professionals. As a result, children continue to make good progress and gaps in learning begin to close.
- As children chop fruit, the childminder uses her effective teaching skills to extend their thinking. She asks children to compare size, shape and weight. Children talk about the melon being 'bigger' and 'heavier' than the pear or apple. Additionally, they identify patterns on the fruit and are encouraged to think back to a story they have enjoyed. Children remember that, 'A zebra has stripes, just

like the watermelon.' Children develop their mathematical understanding and confidently recall what they have previously been taught.

- Although children learn about a variety of cultural festivals and taste food from different countries, they are not consistently taught about the broad range of differences people may have in their local and wider community. This limits their awareness of other people they will meet in their future education and life. That said, children show good levels of respect to each other and visitors to the setting.
- Children show good independence and confidence skills, which are required for their future learning. That said, partnerships with the schools that children will eventually attend are not yet developed in order to help to ensure that children are fully supported and ready for all aspects of school life.
- The childminder evaluates her setting well. She identifies strengths and areas of improvement. She has good links with other professionals and childminders. This helps her keep up to date with changes and share ideas for good practice. As a result, the childminder has established a highly effective setting where children all make good progress with her support.

Safeguarding

The arrangements for safeguarding are effective.

The childminder knows how to keep children safe in her secure setting. She supports children's well-being and can identify any indications that suggest their welfare is at risk of harm. The childminder knows where to record and report concerns for a child's safety, in accordance with local authority guidelines. Additionally, she supports parents to understand online safety precautions to help them keep their children safe when using technology at home. The childminder has maintained her paediatric first-aid and required safeguarding qualifications. She knows how to respond to a child becoming unwell or having an accident.

What does the setting need to do to improve?

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

- provide more opportunities that build on children's understanding of diversity and the similarities and differences between themselves and others
- strengthen links with the schools that children will attend in order to prepare them more fully for their eventual transition.

Setting details

Unique reference number	2586449
Local authority	Manchester
Inspection number	10276070
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 3
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 2021. She is situated in the New Moston area of Manchester. The childminder holds an appropriate early years qualification at level 4. She opens Monday to Friday all year round. Sessions are from 7.30am to 6pm. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Rachel Waterhouse

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 childminder.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- Parents shared their views of the setting with the inspector. The inspector also read written feedback from parents.
- The inspector looked at relevant documentation and checked evidence of the suitability of the childminder.
- Children spoke to the inspector about their experiences in the setting.
- The inspector and the childminder evaluated interactions between the childminder and the 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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