

Childminder report

Inspection date: 3 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 arrive happy and content at this welcoming setting. They are eager to greet their friends and embrace the childminder with hugs. Children have a strong sense of belonging and proudly show their construction models to the inspector. The childminder has redeveloped her outdoor area to ensure children's physical skills are promoted. Children relish using climbing apparatus and learn how to use the slide. They splash in water and giggle with delight while making sandcastles. Children show good balancing skills. They jump, hop and run while playing ring games. Children show good levels of perseverance while learning how to ride scooters.

The childminder supports children's individual creativity well. Children learn traditional dances and immerse themselves into imaginative play. Children cannot contain their excitement as they enact roles of shopkeepers. They pretend to scan items of food and help to pack them. Children take pride in their play environment. They tidy toys away and help to set activities. Children tend to their own needs very well. They put their own coats on before playing outdoors and change their shoes. Children develop the necessary skills in readiness for their move on to school.

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

- The childminder leads her setting with passion and determination. She wants each child to achieve the very best. Self-evaluation is accurate and includes the views of parents and children. The childminder's capacity to continually improve and drive forward change is good.
- Overall, the childminder has carefully constructed a curriculum that is built on what children already know and can do. However, she does not consider how to best implement the curriculum to maintain children's levels of interest to a higher level. For example, on occasion, the childminder intervenes too quickly in children's self-chosen play and can be too directive in her teaching. This does not support children in making the progress they are capable of.
- In the main, children show positive attitudes towards their learning and behave well. However, on occasion, the childminder is not clear with her expectations for children's behaviour. This means that, from time to time, some children do not know what is expected of them. This results in some children struggling to follow instructions and regulating their feelings and emotions.
- Overall, partnership working is good. Links with the local authority and external professionals are strong. Parents receive information from the childminder about their children's time at the setting. However, the childminder does not consistently involve all parents in the progress check for children between the ages of two to three years of age.

- Care practices are good. The childminder gives children's personal, social and emotional development high priority. She spends time supporting children's emotional well-being during the settling-in process. Children settle well and form secure friendships.
- The childminder teaches children very well about who they are and where they come from. Children relish outings in the local community and talk about what makes them unique. They take part in community events and learn about festivals from around the world. Children are well prepared for life in modern Britain.
- Children enjoy reading. They visit the library and take books home to read with their families. Children predict what happens next in stories and discuss their favourite characters. Children learn that print carries meaning.
- Children are confident communicators. The childminder listens to children with interest and asks them questions during their play. Children are eager to learn new words and engage in meaningful conversations with their friends. Children develop good speaking and listening skills.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure understanding of child protection. She is aware of the possible signs and indicators of abuse and neglect. The childminder knows the steps to follow if there is an allegation made against herself or a family member. This helps to keep children safe and protected from harm. The childminder keeps her safeguarding training up to date and keeps abreast of changes in policy and legislation. Risk assessments are robust and the premises are safe. The childminder teaches children about keeping themselves safe, such as while crossing the road and while being online.

What does the setting need to do to improve?

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

- refine the implementation of the curriculum to maintain children's interest in learning to a higher level
- better support children to regulate and manage their own feelings and emotions
- involve parents more consistently in the progress check for children between the ages of two and three years.

Setting details

Unique reference number	2610109
Local authority	Manchester
Inspection number	10265103
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	2 to 3
Total number of places	6
Number of children on roll	2
Date of previous inspection	Not applicable

Information about this early years setting

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

Information about this inspection

Inspector

Luke Heaney

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 his evaluation.
- The childminder and the inspector completed a learning walk.
- The inspector observed the interactions between the childminder and children throughout the inspection and evaluated the impact on children's learning.
- Relevant documentation was reviewed by the inspector, including evidence of the training of the childminder.
- Written comments from parents were taken into consideration by the inspector.
- An observation of an activity was carried out, and the inspector and the childminder discussed this afterwards.

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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