

Childminder report

Inspection date: 20 March 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 enjoy their time with the childminder and assistant. They demonstrate good levels of self-esteem, as they are supported by sensitive adults who respect the choices they make. For example, the childminder listens to children when they want to play outdoors and takes them outside. Children enjoy participating in songs and rhymes, where they develop their communication and language skills. They use props to help develop their understanding of the song they are singing. Children have the opportunity to explore with marks they can make, which helps to develop their early literacy skills. For example, they enjoy using chalk on an easel.

On the whole, children are learning the behaviours that are expected from them. For example, when they leave a book on the floor, they are supported to return it to where it belongs. Children are curious and they benefit from the good range of experiences available to them. Children demonstrate positive attitudes to learning and are challenged in their play as the childminder and her assistant know what children need to learn next. For example, they challenge children to build taller towers without them falling over.

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

- Children with special educational needs and/or disabilities are provided with good support. The childminder and her assistant recognise the individual circumstances of each child and ensure that their needs are met. This helps to ensure that all children make good progress in their learning and development.
- The childminder and assistant have good relationships with the children. For example, children seek out cuddles and they laugh as they are tickled. This helps to give children confidence and they can explore feeling emotionally safe within the setting.
- Children make good progress in their physical development. For example, they kick balls with increasing control and navigate climbing equipment. This helps children to develop control of their bodies.
- The childminder recognises the importance of working with other professionals. She works closely with them, which supports a consistent approach in helping children to meet their developmental milestones.
- The childminder and assistant have accessed training in relation to safeguarding. However, there is not a focused and highly effective plan for professional development to help them continually improve their teaching skills.
- Children are developing their mathematical knowledge. For example, they can recognise written numbers and then can correctly identify the associated number of pegs that match with the number. This supports children to learn how written numbers represent quantity.
- Children benefit from the promotion of healthy lifestyles. For example, they play

outdoors everyday with opportunities for physical exercise and they clean their teeth. This helps them to stay active and participate in practice that promotes good oral health.

- The childminder and her assistant provide children with lots of praise. For example, they recognise the efforts of children as they try to fit jigsaw pieces into the correct shaped hole. This helps children to grow their belief in their own abilities.
- The childminder has built good relationships with parents. They comment how the childminder is good at sharing information about the progress children make in their learning and development. This enables parents to continue learning at home.
- Children learn good hygiene practices. For example, they wash their hands regularly throughout the day, including before eating food. This supports them to practise good levels of cleanliness.
- The childminder supports children to develop their personal, social and emotional skills. For example, she encourages them to play alongside each other and be happy in each other's company. This helps children to build relationships with each other.
- The childminder and her assistant encourage children to undertake tasks for themselves. For example, they select their own fruit at snack time and older children can put on their shoes competently. This supports children to develop their independence.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant have a good knowledge and understanding of the signs and symptoms of abuse. This helps them to recognise any potential safeguarding concerns that might arise. The childminder and her assistant know what to do if they are concerned about a child's welfare. They understand the procedure to follow if an allegation was to be made against the childminder, assistant or any person living on the premises. The childminder gives careful consideration to the safety of children. She ensures that they are well supervised and that the toys available are appropriate to the ages of children.

What does the setting need to do to improve?

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

- plan a programme of professional development, so that teaching can continuously improve.

Setting details

Unique reference number	2622727
Local authority	Manchester
Inspection number	10280970
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 14
Total number of places	12
Number of children on roll	12
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2021 and lives in Manchester. She operates all year round. Sessions are Monday to Friday, from 7am to 5.30pm and Saturday and Sunday 8am to 8pm except bank holidays and family holidays.

Information about this inspection

Inspector

Joanne Ryan

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 showed the inspector the premises and discussed how they ensure they are safe and suitable.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- Children interacted with the inspector during the inspection.
- The inspector observed the interactions between the childminder, assistant and children.
- Parents shared their views of the setting with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.

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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