

Childminder report

Inspection date: 14 July 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 have a positive start to their education with the childminder. They benefit from warm and caring interactions with adults. Children form strong bonds with the childminder, her assistant and her co-minder and feel happy and safe. They seek comfort from adults, enjoying cuddles, are eager to involve adults in their play and readily talk about their day and home life.

Children behave well. They listen to adults and follow instructions. Children are polite and use good manners which are modelled by the childminder. Songs are used as a tool to help children to understand routines. For example, children know it is time for snack when they sing 'snack is coming'. They remember the rules and show a good understanding of what is expected of them.

Children play happily alongside one another and make friends. Older children show care and concern for babies. Children explore the resources on offer and are encouraged to make their own choices. For example, when toddlers' clothes are changed after water play, they choose which outfit they would like to put on. The childminder sets high expectations of children's learning. She challenges children to copy her as she taps out a rhythm on the table. Children listen intently and repeat the rhythm. Their knowledge and skills develop over time. Children have opportunities to explore outside of the setting. For example, they take trips to explore nature locally where they feed the ducks.

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

- The childminder comprehensively tracks children's learning. A team approach with her assistant and co-minder means that the childminder knows exactly where children are up to in their learning. Teaching is of a high quality which helps children to make good progress.
- The childminder extends children's learning as they play. For example, the childminder teaches children about different body parts. They discuss the different senses and what they are used for. This helps children to gain a positive understanding of themselves.
- Maths is embedded throughout the day. Numbers are used regularly in play. Adults encourage children to count and use mathematical language such as 'full' and 'empty'. Children gain a good understanding of early mathematical concepts.
- Communication is supported well. The childminder regularly narrates what she is doing. This helps younger children to hear a wide variety of vocabulary. Adults repeat key words such as 'splash' during water play, which children copy. As children grow, they develop confidence in their communication skills, using language as a powerful tool to communicate with others.

- Children have positive attitudes to learning. They are eager to explore the activities on offer. For example, in water play children explore using their senses. They smell flowers and listen to the sound of water as they pour it. Children become highly engaged in their learning and focus for extended periods of time.
- Children are encouraged to wash their hands independently. The childminder holds babies so that even the smallest members of the group learn to wash their own hands. This promotes children's independence and self-care skills.
- Adults observe one another's practice to identify any strengths and areas for development. They undertake all statutory training. However, additional training is not consistently highly focused on continually improving experiences for children.
- Parents are very happy with the care provided. They praise the communication they receive. For example, the childminder sends home a teddy to share adventures with children at home. This supports positive partnerships with parents, helping parents to feel involved in their children's learning.
- Children learn about others who are different to themselves and celebrations from a variety of cultures. For example, children learn about Eid and Diwali. At Chinese New Year children try Chinese foods and watch videos about how others celebrate. This helps children to develop a positive attitude to others as they learn to respect their similarities and differences.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has good knowledge of signs of abuse. She knows how to report any concerns that she has. The childminder provides a safe space for children to sleep. She uses a monitor and checks them frequently to help ensure their safety. The childminder teaches children how to be safe when they are out and about. Children learn about road safety and wear high visibility jackets. The childminder regularly risk assesses the environment to help her provide a safe space for children to play and learn. She understands the importance of ensuring children are well hydrated in the sun and of regularly reapplying sun cream in very hot weather.

What does the setting need to do to improve?

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

- strengthen the training that adults undertake to ensure practice is always improving.

Setting details

Unique reference number	2637965
Local authority	Manchester
Inspection number	10232967
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	0 to 11
Total number of places	15
Number of children on roll	16
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered 2021 lives in the Gorton area of Manchester. She operates all year round, from 7am to 5.30pm, Monday to Friday, except for bank holidays and family holidays and a week at Christmas. The childminder holds an appropriate early years qualification at level 3.

Information about this inspection

Inspector

Amanda Richards

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 provision.
- The childminder and inspector completed a learning walk together and discussed the early years curriculum.
- Children communicated with the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Parents shared their views with the inspector.
- The inspector carried out a joint observation with the childminder.
- 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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