

Childminder report

Inspection date: 2 August 2024

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children make good progress, supported by a highly stimulating environment and exciting range of activities. A dedicated playroom offers a rich array of play materials, toys and equipment. The outdoor area is equally stimulating, fully supporting those who prefer to learn outside. Children demonstrate a thirst for learning. They are heard shouting, 'I love this', as they manipulate and explore dough. The childminder incorporates children's interests into the programme of play. For example, children have a current interest in dinosaurs and superheroes. Dinosaurs are provided in the sand tray and construction area to stimulate engagement in these tasks. Children show delight as they create a 'Jurassic world' from bricks. They develop fine motor skills and concentration as they create an impressive imaginary home for their toys. Linking planning to interests helps to enthuse children and extends focus and engagement in their learning. The childminder actively joins in children's games, suggesting ideas to extend their learning. Children benefit from her quality teaching. To illustrate, children enjoy a story session delivered by the childminder. She uses different tones in her voice and is very animated as she reads. This helps to ignite children's curiosity and, in turn, they show a love of reading as books and stories are made fun.

Children's behaviour is exemplary. They are polite, respectful, cooperative and helpful. Children begin to work through their conflicts themselves, recognising how others feel and showing empathy and kindness towards friends. They are often heard saying 'sharing is caring,' indicating they understand that their actions affect others around them. The childminder is a fabulous role model who helps children to learn right from wrong. Playroom rules are regularly reinforced and consistency helps children to understand boundaries. Children who attend this setting are happy, confident, self-assured and make good all-round progress.

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

- The childminder is experienced and has worked with young children for many years. She is confident in her abilities and consistently provides high-quality care. The childminder attends a range of training to extend her good knowledge and skills. She is driven, motivated and enjoys her job. This has a positive impact on outcomes for children.
- Children learn about the wider world around them in fun and engaging ways. For example, a recent visit to an 'emergency services event' helped children to learn about different professionals. They explored fire engines and met police crews. This experience exemplifies the broad and interesting learning opportunities provided for children.
- Children are eager and excited to explore. This positive attitude to learning is largely because they have fun during their time spent in the childminder's care.

Children clap and squeal as they anticipate their favourite games and recall with enormous enthusiasm recent trips and outings. They have a thirst for learning, which in turn is a wonderful foundation for their good progress.

- The childminder invests time and effort observing children. She understands the value of monitoring children's progress to help her offer a targeted curriculum. The quality teaching is good and children are well supported across all areas of learning. However, sometimes, children's mathematical counting and knowledge of measurement are not extended as opportunities arise during play.
- The childminder protects children's good health and helps them to learn how to take care of their bodies. For example, children are encouraged to wash their hands after play. The childminder explains to children why this is important and fosters independent self-care skills from a very early age.
- Children are happy. They tell the visiting inspector how much they enjoy attending the setting. They talk with fondness about their friends and the kind childminder. Children show a deep sense of belonging and enjoy their time spent at the setting, which contributes to their emotional security.
- The childminder is calm, gentle and very friendly. Children often invite her into their games, calling her name to encourage her to play. Children share positive relationships, which promotes their emotional well-being and readiness to learn.
- Partnerships with parents are good. The childminder communicates well with parents and shares lots of information about children's experiences and well-being while in her care. However, she does not consistently offer them practical ideas to help them to extend children's learning at home.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- extend opportunities for children to develop and practise counting and measuring skills as they play
- continue to build good partnerships with parents and provide them with more practical ideas to continue their children's learning at home and help children make rapid progress.

Setting details

Unique reference number	500248
Local authority	Manchester
Inspection number	10351205
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 10
Total number of places	6
Number of children on roll	9
Date of previous inspection	16 October 2018

Information about this early years setting

The childminder registered in 1994 and lives in the Levenshulme area of Manchester. She operates all year round, from 8am to 5pm, Monday to Friday, except for bank holidays and family holidays. She holds an appropriate level 6 qualification. The childminder provides funded early education places for two-, three- and four-year-old children.

Information about this inspection

Inspector
Michelle Jacques

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.
- Activities and teaching, both inside and outside, were observed and evaluated by the inspector.
- The inspector and the childminder had a tour of all areas of the childminder's home. During this learning walk, the childminder explained how she organises her environment and designs her curriculum.
- The inspector reviewed written comments from parents and took account of their views.
- A range of documents were checked by the inspector, including the childminder's valid first-aid certificate and insurance records.
- The inspector spoke with children and the childminder at appropriate times during the inspection.

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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