

Childminder report

Inspection date: 8 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

The childminder creates a safe and welcoming atmosphere. Children demonstrate their contentment as they are frequently heard laughing during games. They benefit from a home-from-home environment, and the childminder treats children in her care as if they were her family. For instance, she lavishes them with plenty of nurturing affection and immediately responds when children seek her attention. Children thrive in their emotional security, reassured by the wonderful relationships they share with the warm and friendly childminder. The childminder has high expectations regarding children's behaviour. She praises children's positive behaviour and reminds them what is expected. For example, she helps children to share and take turns as they play. Children respond well to clear boundaries as they begin to play socially and learn right from wrong.

Children are supported in their all-round development through a broad and varied curriculum. The childminder incorporates increasing levels of challenge and complexity as tasks develop. High expectations and quality teaching help to extend children's skills beyond current capabilities. For instance, children thread beads, practising their emerging fine motor skills. They are further challenged to follow a sequence and count beads, carefully incorporating mathematics into this largely physical task. Children eventually succeed and create a complex sequenced pattern. They concentrate, persevere and demonstrate an excellent 'can-do' attitude when faced with difficult tasks. This positive attitude is a secure foundation for future learning. Children reminisce about recent trips to the beach and airport. Their thirst for learning is evident as they enthusiastically recall these outings. The childminder provides plenty of fun and engaging activities to ignite children's curiosity and promote good progress.

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

- The childminder gathers detailed information from parents about children before they start attending her setting. She invites children and parents into her home prior to their first day. This helps children to become familiar with the environment and build relationships from the outset. Children settle quickly, ready to learn.
- The childminder completes frequent online training sessions, above and beyond mandatory expectations. She uses training to build her knowledge and enhance her confidence and quality practice.
- The childminder provides parents with detailed verbal feedback each day. She shares photos of children engaged in enjoyable activities. Parents comment that they value this regular information and are highly complimentary about the open communication they receive.
- The childminder implements effective risk assessments to ensure children play

safely in her home and during trips. She regularly checks equipment and spaces to minimise any possible risks. Furthermore, the childminder teaches children how to keep themselves safe, such as reminding them to walk indoors.

Children's safety is given the utmost priority.

- The childminder encourages children to try new foods and fosters their positive attitude to healthy eating. She provides nutritious snacks, and children enjoy a varied menu. For instance, children are encouraged to taste kiwi fruit and, despite being initially unsure, they try. This gentle encouragement contributes to children's positive attitude to healthy eating and their good physical health.
- Children benefit from activities linked to their interests and stages of development. The childminder frequently observes children to assess their abilities. She uses this knowledge to plan activities specifically linked to their next steps. Children's learning is well supported through simple and effective assessment and planning systems.
- This is an inclusive setting. Children learn about different cultures, religions and festivals. The childminder provides multicultural toys and teaches children about different festivals to broaden their appreciation of the wider world around them.
- The childminder engages children in frequent discussions, and her interactions help to extend children's communication skills. She asks plenty of questions, delivers complex instructions and pauses to allow children time to respond. The quality of teaching to support children's language skills is good. However, sometimes children mispronounce words, and the childminder does not always correct this to help children to learn accurate language skills from the outset.
- The childminder is a reflective professional and evaluates her provision. She knows what she does well. However, she does not extend these reflections to identify precise areas to develop to drive improvements.

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:

- strengthen teaching techniques to ensure children's emerging vocabulary is accurate to help them make even more progress in their language development
- develop self-evaluation procedures to identify clear and precise actions to improve to drive standards to the highest level.

Setting details

Unique reference number	500476
Local authority	Manchester
Inspection number	10351230
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 6
Total number of places	6
Number of children on roll	3
Date of previous inspection	17 October 2018

Information about this early years setting

The childminder registered in 1992 and lives in Levenshulme, Manchester. She operates all year round, from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3.

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.
- The childminder showed the inspector around all areas of her registered premises. During this tour, they discussed how the childminder plans for children's learning and organises the environment to support progress.
- The inspector observed interactions between the childminder and children and evaluated the impact of teaching on children's development.
- The inspector spoke with parents and considered their comments and feedback.
- The inspector sampled relevant documentation the childminder uses to support her practice.

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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