

Childminder report

Inspection date:

28 September 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

Requires improvement

What is it like to attend this early years setting?

The provision is good

The childminder works very effectively as part of an established team, working alongside two other childminders or an assistant. This very experienced childminder knows her key children well and intuitively builds on what children already know and can do. Children enjoy a wide range of fun activities and experiences that help them to make good progress in their learning. Supported by the childminder, children learn the skills, behaviour and attitudes they need to support their future learning.

Children are warmly welcomed into this home-from-home environment. They are happy here and are often eager to stay longer at collection time. Parents are encouraged to share relevant information during a doorstep drop off. This helps to ensure children's care needs are fully met from the moment they arrive. Children benefit from loving and affectionate interactions. They show they feel safe and secure as they smile happily and play with confidence. Children excitedly explore the natural properties of the mature garden. They are encouraged to develop and test their physical skills. With adult support, very young children build their muscle strength as they ambitiously climb the wide steps to the slide. Their faces beam with delight to reflect their sense of achievement as they reach the top. Children who are eager for greater challenge are introduced to a two-wheeled balance bike. With adult support, they further develop their balance and coordination.

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

- Since her previous inspection, the childminder has accessed training and welcomed support from her local authority adviser. Improved organisation of the indoor play space, alongside professional development, has helped to improve the quality of education provided.
- The childminder works collectively with her co-workers to plan and deliver a well-sequenced educational programme. They adopt a seasonal, topic-based approach and respond to children's interests to maximise learning. They consider what children know and can do, before planning what they want children to learn next. This helps children to make good progress.
- Specifically targeted training has resulted in an improved educational programme for communication and language. In the main, the childminder uses her increased knowledge to support the acquisition of language well. She uses open questions that encourage children to use more words and develop their conversational skills. However, some positive practice is not consistently embedded. This means children are not always given the thinking time they need to formulate their verbal response.
- The childminder supports children as they learn to count through number rhymes and repetition. Children are introduced to basic mathematical language,

such as 'big', 'small' and 'tall', and identify shapes as they play. However, the childminder is less confident in her ability to support children to gain a deeper understanding of mathematics.

- The childminder builds positive relationships with the children in her care. This helps to promote children's emotional well-being. Children thrive on the secure attachments they have. They spontaneously approach the childminder and confidently snuggle in closely to share books or to enjoy a cuddle.
- The childminder is a positive role model. She gently supports and guides children as they learn the importance of socially acceptable behaviour. Daily time to play within a small group provides opportunities for children to develop their social skills. With the support of the childminder, children learn to make friends, share and take turns.
- The childminder provides valuable opportunities for children to learn about themselves and the lives of others. Real experiences, as children see and meet people in the local community, are supported by positive discussions. This strengthens children's awareness of others in society and helps to prepare children for life in modern Britain.
- The childminder builds positive relationships with parents, who are complimentary about the quality of care provided. They receive informative updates about their child's day and the progress they are making. However, they are less well informed about ways they can support learning at home. Additionally, partnership working with other settings that children attend is not embedded to fully support a shared approach to children's learning.
- Mutually respectful professional relationships form the basis of this effective team which works together closely. All required records are appropriately maintained. Required training is routinely completed. As a team, adults meet regularly to share ideas, reflect on practice and provide peer support to further improve their provision.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure understanding of her role and responsibility regarding child protection. She has a good knowledge of the indicators of abuse. She knows how to implement appropriate procedures without delay. This includes in the event of an allegation being made against herself or any adult working or living on the premises. Collectively, adults caring for children implement effective risk assessments to keep children safe both within the premises and while on outings. Age-appropriate explanations help to raise children's awareness of how they can help to keep themselves safe, such as when they climb steps to the slide.

What does the setting need to do to improve?

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

- review current teaching styles to ensure children are given enough thinking time, so they can process their thoughts and formulate their verbal response
- extend the programme of professional development to strengthen the educational programme to deepen children's knowledge and understanding of mathematics
- enhance partnership working, to support parents in guiding their child's development at home and a shared approach with other settings that children attend.

Setting details

Unique reference number	500537
Local authority	Manchester
Inspection number	10307655
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	12
Number of children on roll	12
Date of previous inspection	4 October 2022

Information about this early years setting

The childminder registered in 1997 and works with two other registered childminders or an assistant at her co-childminder's home address in Burnage, Manchester. The childminder operates all year round, from 7.30am until 6pm, Monday to Friday, except for one week in the summer and one week at Christmas. The childminder holds an early years qualification at level 3.

Information about this inspection

Inspector

Vickie Halliwell

Inspection activities

- The inspector discussed any continued impact of the pandemic with the childminder and has taken that into account in their evaluation of the provider.
- The childminder showed the inspector the premises and discussed how they ensure it is safe and suitable.
- The childminder and the inspector discussed how the childminder organises their early years provision, including how the curriculum is planned and implemented.
- Children spoke with the inspector during the inspection.
- The inspector observed the interactions between the childminder and the children.
- The inspector looked at a sample of relevant documentation.
- The inspector took account of the views of parents.

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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