

Childminder report

Inspection date: 11 October 2019

Overall effectiveness	Good
------------------------------	-------------

The quality of education	Good
--------------------------	-------------

Behaviour and attitudes	Good
-------------------------	-------------

Personal development	Good
----------------------	-------------

Leadership and management	Good
---------------------------	-------------

Overall effectiveness at previous inspection	Good
--	------

What is it like to attend this early years setting?

The provision is good

Activities on offer reflect children's current interests and the themes that are planned by the childminder to support learning. Children enjoy exploring in a tray of leaves, grass and autumn objects, such as conkers, acorns and pine cones. The childminder talks about shape and number to secure their early mathematical knowledge. Texture and colour is investigated when children carve pumpkins. They express their creativity and natural curiosity as they scoop out the orange flesh and search for seeds.

Children are eager to participate in all activities and routines for the day. They help to tidy away resources before selecting new ones to play with. This shows children's independence and confidence in their own abilities. Younger children are also supported in developing independence. They are encouraged to use utensils at mealtimes and select their own food to eat, with attentive support from the childminder.

The childminder arranges regular trips to local playgroups where children have opportunities to extend their friendship circles and develop their social skills. Children also enjoy visits to parks and take part in activities to support their physical development. The childminder takes children to local schools to help them familiarise themselves with new environments. This helps to prepare children for the next stage in learning.

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

- The childminder has developed very positive relationships with parents and carers. She regularly communicates with them about their children's achievements and the focus for learning. Parents are well informed of procedures followed by the childminder and speak highly of the care she offers.
- The childminder takes time to get to know children and what they enjoy participating in. She ensures that their interests are considered when planning activities for them to enjoy. As a result, children are extremely well settled and content in the care of the childminder. They have positive relationships with her and clearly feel secure in her presence.
- Although self-evaluation is undertaken, the childminder does not consistently focus on finding ways to raise the quality of the provision and children's experiences to a higher level.
- The childminder regularly observes children in their play and assesses their progress. She tracks their development to identify any gaps in learning and acts swiftly to support children further. The childminder completes the progress check for children at age two in partnership with parents, to ensure that the review is fully reflective of the child.

- Clear rules and guidance are given to children about positive behaviour. The childminder is consistent and fair in her approach and has a calm and understanding manner. She leads by example and encourages children to be thoughtful and considerate of others. Children display very good behaviour and are learning about their feelings and attitudes and the impact their behaviours have on others.
- The childminder places great emphasis on developing children's early language skills and communication. She supports children to articulate their needs and wishes, and skilfully extends their discussions by asking open questions and using descriptive language during activities. This helps children to extend their vocabulary.
- The childminder does not focus her professional development and research on raising the quality of teaching or further developing her understanding of how children learn. At times, the childminder does not provide children with sufficient challenge, to help move them forward at a more rapid pace.
- The childminder develops children's self-esteem as she provides praise for their achievements. For example, when babies are developing their walking skills she tells them how clever they are. Babies smile and giggle in response and attempt to develop their movements further.

Safeguarding

The arrangements for safeguarding are effective.

The childminder helps to keep children safe from harm while they are in her care. She conducts regular risk assessments throughout the day, ensuring that the environment is well maintained and free from hazards. She teaches children how to protect themselves and manage their own risks. The childminder is clear about safeguarding requirements. She knows the signs and symptoms of abuse and neglect to be vigilant about. Recent training has extended her knowledge on wider safeguarding issues. The childminder has a robust policy and procedure in place should she have any concerns about a child in her care.

What does the setting need to do to improve?

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

- develop the way in which self-evaluation is used to identify and address improvements and enhance the quality of children's experiences to a higher level
- focus more precisely on how professional development opportunities can be used to raise the quality of teaching and children's learning to an outstanding level.

Setting details

Unique reference number	EY304746
Local authority	Manchester
Inspection number	10106306
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 3
Total number of places	6
Number of children on roll	7
Date of previous inspection	10 April 2015

Information about this early years setting

The childminder registered in 2005 and lives in Wythenshawe, Greater Manchester. The childminder operates all year round, from 8am to 5pm, Monday to Friday, except for bank holidays and family holidays. She works alongside another childminder.

Information about this inspection

Inspector

Shelley O'Brien

Inspection activities

- The inspector toured the premises and observed activities indoors. She assessed the impact these have on children's learning.
- The inspector spoke to the childminder, her co-childminder, children and parents. The inspector took into account the views of parents.
- The inspector and childminder completed a joint observation, evaluated the activities and discussed the impact on children's development.
- The inspector viewed documentation and checked evidence of suitability for all adults living at the premises.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2019