

Childminder report

Inspection date: 1 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 welcomes children to her family-oriented setting where they develop a strong sense of belonging. She successfully delivers her vision of creating a happy, nurturing environment where parents and children feel her home is an extension of their own family.

The learning environment is welcoming and inviting. Children settle down to play quickly when they spot their favourite activities on offer. The childminder offers a range of stimulating resources that capture children's interests. For example, children play imaginatively with small-world equipment, such as castles and princesses. The childminder extends children's thinking by introducing some mathematical concepts into the play. She talks about size, position and counting in a fun and engaging way. Children use tweezers to pick up small toys and sort them according to their colour. This develops the strength in their hands and fingers and helps to prepare them to be confident writers in the next stage of their education.

Children behave well. They are happy and relaxed. The childminder understands how to support children to regulate their emotions. She gives children lots of positive praise and uses distraction techniques and a calm approach to talk to them about their feelings. Children respond positively to instructions and demonstrate that they feel safe and secure in the comfort of the familiar daily routines.

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

- The childminder knows what she wants children to learn and observes what children can do as they play. She is a sensitive practitioner. She understands the importance of standing back and observing children to gather more information about what they enjoy, know and can do. The childminder gives them time to play without intervening, building their creativity and concentration skills. This approach helps children to practise and embed their learning independently.
- The childminder promotes language well. She reads lots of stories and shares her repertoire of songs daily with the children. She talks to them, introducing new language as they play. Children attend play sessions in the local community where they listen to stories read by different people. This helps them to fine tune their listening skills and develop their growing focus and attention in preparation for school.
- Children's behaviour is good. The childminder plans a range of activities that help children to develop good concentration skills. Children stay on task for long periods and persist when activities are challenging for them. For example, they use different tools to make marks in flour. They copy the shapes made by the childminder, gradually creating more complex designs. This helps children to develop a strong hand grip for future writing and to have a positive attitude to

learning new skills.

- Parents appreciate the childminder's kind, nurturing approach and her flexibility in meeting their childcare needs. The childminder works in close partnership with parents, offering advice and support on matters relating to sleep, weaning and behaviour. Some information is shared with parents regarding what their children have been doing and their care routines. However, the childminder does not share more detailed information with parents about their children's learning and development. As a result, parents are not as well supported to continue and extend their child's learning at home.
- The childminder offers many learning opportunities beyond her home. For example, children go on daily outings into the local community. They attend several play sessions and visit physical play centres and the local park. Children learn to socialise with new people. They learn about road safety and managing risk when they navigate equipment in the park. These activities enrich the curriculum and build children's confidence and independence.
- The childminder promotes children's health and well-being. For example, children are physically active every day. They eat nutritious snacks and meals prepared by the childminder, who goes the extra mile to ensure that she meets the special dietary requirements of children. She gives careful consideration to food preparation to avoid any risk of cross-contamination. This helps to promote the good health of all children.
- The childminder has a secure awareness of her leadership roles and responsibilities. She maintains her commitment to completing statutory training. The childminder uses online training courses to support her knowledge of children's learning and development. She attends a local childminding network group, which helps her to stay abreast of recent changes. As a result, the childminder is up to date with any developments that may have an impact on her setting or the children in her care.

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 partnership working with parents that promotes a greater collaborative approach to children's learning and development.

Setting details

Unique reference number	EY356948
Local authority	Manchester
Inspection number	10350883
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 6
Total number of places	6
Number of children on roll	6
Date of previous inspection	10 September 2018

Information about this early years setting

The childminder registered in 2007 and lives in the Withington area of Manchester. She operates all year round from 8am to 6.30pm, Monday to Friday, except for bank holidays and family holidays.

Information about this inspection

Inspector
Rachel McHugh

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 and the inspector discussed the organisation of the early years provision, including the aims and rationale for the early years curriculum.
- The childminder spoke to the inspector about children's learning and development with a particular focus on communication and language.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between the childminder and children.
- Parents shared their views on the setting with the inspector.

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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