

Childminder report

Inspection date: 4 December 2019

Overall effectiveness	Outstanding
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The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Overall effectiveness at previous inspection	Outstanding

What is it like to attend this early years setting?

The provision is outstanding

The well-qualified and very experienced childminder is extremely passionate about her role as an early years practitioner. She is full of enthusiasm and totally committed to giving children the best possible start in life. Children flourish in this homely, nurturing environment and demonstrate high levels of emotional security. They are extremely happy and feel safe in the childminder's care. Children develop exceptionally close emotional attachments with the childminder and co-childminder.

The childminder provides a rich, stimulating learning environment that helps to motivate children to learn. She has a superb understanding of how children learn and skilfully adapts her teaching methods to cater for their individual learning styles. This helps children to develop an extremely positive attitude towards learning. Babies spend long periods of time investigating what they can do with an array of assorted objects in a treasure basket. They experiment with the different sounds they can make by banging metal spoons on the carpet and then on the wooden floor.

The childminder provides exceptional support for children and their families to ensure that all children make excellent progress. This includes children who speak English as an additional language. The childminder supports children to develop their understanding of appropriate behaviour from an early age. The co-childminder and childminder provide children with clear and consistent boundaries to help them to learn what is expected of them.

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

- The childminder has worked extremely hard since the previous inspection. She continues to drive and maintain a high-quality service for children and families. The childminder identifies and attends relevant training. She carries out her own research to find out about new legislation, guidance and early years practice. The childminder uses the knowledge she gains well and puts it into practice. This has a positive impact on enhancing the childminder's already excellent teaching skills.
- Babies' physical skills progress rapidly. There is ample space for them to move around. The rich and exciting range of resources motivates them to become mobile. The childminder ensures there are small gaps between pieces of furniture, which encourage babies to walk unaided from one to the other. Babies develop excellent small-muscle control and hand-to-eye coordination for their age. They thread scarves through holes, pick up cornflakes between their finger and thumb and use a spoon to feed themselves, with remarkable skill.
- The childminder plans inspirational and enjoyable activities based on children's

interests and next steps in their learning. For example, she notices when children are interested in books and spends lots of time reading to them. The childminder describes the texture of objects using new words, such as 'soft' 'rough' and 'smooth'. This contributes to the excellent progress children make in their communication and language development.

- The childminder plans and implements the early years foundation stage curriculum exceptionally well. Her deep understanding of children's individual needs and interests make a positive impact on how children learn and build on what they already know. She uses highly effective teaching methods, which she skilfully adapts depending on the age and stage of development of the children. Children develop an excellent range of skills, abilities and attitudes to prepare them for the next stages of their learning. Reception-class teachers report that they can easily identify the children who have attended this setting. For example, children demonstrate an excellent attitude towards listening in small groups and have exceptional self-care skills.
- The childminder is skilful at knowing when to extend children's play and when to stand back and observe. For example, she notices babies trying to press a button on a battery-operated light and gives them the time to try to do it for themselves. Children creatively use a straw to try to reach the light, which is out of reach. When this does not work, they wriggle their bodies into a position where they can reach it with their fingers. Babies show immense determination to achieve what they set out to do.
- The childminder and co-childminder work together to discuss children's progress, activities and the environment to identify priorities for improvement. They consistently review the impact any changes have made on learning outcomes for children.
- The childminder works extremely well with parents. She shares information highly effectively. This helps to promote excellent levels of consistency and continuity for all children. The childminder informs parents about the activities that they can do at home to support their children's learning. For example, she explains that listening walks help children to develop the early literacy skills they need for reading.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has an excellent understanding of her role to ensure children are protected from harm and shares this information with parents. She is confident to refer any concerns about children's safety or welfare to the relevant professionals. The childminder has a secure awareness of possible signs of abuse. This includes wider issues, such as indicators that may suggest that children are at risk of extreme views or behaviours. The childminder undertakes regular safeguarding training to ensure she consistently updates her knowledge in this area. She rigorously risk assesses the environment and ensures toys and furniture are safe and suitable for the ages of children who attend.

Setting details

Unique reference number	EY366312
Local authority	Manchester
Inspection number	10129128
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	0 to 0
Total number of places	6
Number of children on roll	1
Date of previous inspection	14 December 2015

Information about this early years setting

The childminder registered in August 2001 and lives in the Longsight area of Manchester. She operates all year round from 7.30am to 6pm from Monday to Friday. The childminder provides funded early education for two-, three- and four-year-old children. She works with a co-childminder and holds an early years qualification at level 3.

Information about this inspection

Inspector

Julie Kelly

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The childminder evaluated the quality of her teaching with the inspector.
- The inspector talked to children, the childminder and co-childminder at appropriate times during the inspection. She discussed with the childminder how she observes, assesses and plans for children's learning.
- Relevant documentation, such as safeguarding policies and procedures and evidence of the suitability of the childminder and other adults living on the premises, were checked by the inspector.
- The inspector talked to the childminder about how she uses self-evaluation to identify areas for further development of her practice.
- The childminder shared the views of parents with the inspector from written statements she obtained.

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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