

Childminder report

Inspection date: 28 April 2022

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

Children are interested and engaged in their play. The childminder and her assistants know children well. They understand children's current stages of development and the things that interest them. The childminder uses this information well to plan activities that build on children's prior knowledge. Consequently, all children are developing the skills they need for the next stage in their learning.

Children are happy and settled in the childminder's care. The childminder understands the things that interest children and uses these interests to ignite children's curiosity. For example, children love to play outdoors and with water, so the childminder offers them opportunities to engage in these experiences. As a result, children confidently investigate and explore things that interest them.

The childminder has thought carefully about how the COVID-19 pandemic has impacted on children's knowledge and skills. She has focused closely on the skills children need to develop. For instance, the childminder supports children to demonstrate good behaviour in most situations and fosters positive attitudes to learning.

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

- The childminder works closely with other settings that children attend. They discuss children's developmental stages and how they can work together to support them to make good progress in their learning and development. This supports children to receive consistency in their care and education.
- The childminder undertakes a programme of professional development in order to improve the opportunities available for the children. For example, she recently took part in training on oral health. The childminder used this new knowledge to develop her curriculum and extend children's and parents' knowledge in this area. Consequently, children have improved their understanding of what contributes to good oral health.
- The childminder and her assistant support children to develop their communication and language skills. For example, they use routines to talk and sing with children about pictures on their clothing. However, the childminder does not always fully extend children's understanding. For example, when the children water strawberry plants, she does not teach them about why they are doing this or what might happen next. This does not help children to extend their knowledge and understanding.
- The good range of opportunities available outdoors helps to support children to develop their physical skills. Children can climb competently to the top of slides and press down pumps on water bottles. Children are skilful in using their gross

and fine motor skills.

- The childminder and her assistant take children on a range of outings where they support children to be physically active and engage in opportunities that promote healthy lifestyles. For example, children enjoy being physically active while using the equipment at the park. However, the routine for mealtimes is not fully embedded. For example, although children are asked to sit at the table for lunch, they are allowed to move around the room when eating snacks. This hinders children's understanding of the rules and boundaries and what is expected of them.
- The childminder and her assistants support children well to develop their mathematical knowledge. For example, children enjoy using large water barrels to fill smaller containers while the childminder and her assistant use quantity language. Children understand and use words such as 'full', 'heavy' and 'on top' during their play.
- Parents value the support and advice that they receive from the childminder. The childminder works closely with parents and they target areas where children need support. This helps to ensure that the individual needs of children are being met and that they make good progress in their learning.
- The childminder supports her assistants to reflect on their practice so that they can identify areas to improve. The assistants have improved their skills, and they focus on allowing children to make more choices in their play. This supports children to become more confident in testing out their own ideas and enhances their independence.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistants have undertaken safeguarding training. They have a good knowledge and understanding of the signs and symptoms of abuse that they might need to be aware of. The childminder understands the procedure to follow should concerns about children or her assistants arise. This contributes towards keeping children safe. The childminder checks her assistant's knowledge to ensure that they keep up to date with any changes. The childminder has considered potential safety risks to children and ensures that they are always well supervised.

What does the setting need to do to improve?

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

- review the snack time routine so that children understand what is expected of them
- strengthen the curriculum further, extending the narration to children to enhance their understanding about why things happen.

Setting details

Unique reference number	EY366349
Local authority	Manchester
Inspection number	10235169
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	0 to 3
Total number of places	18
Number of children on roll	9
Date of previous inspection	4 November 2016

Information about this early years setting

The childminder registered in 2008 and lives in Baguley, Manchester. She operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder works with two assistants.

Information about this inspection

Inspector
Joanne Ryan

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 setting.
- The childminder and the inspector had a learning walk together to discuss the childminder's intentions for children's learning.
- The childminder spoke to the inspector about her intentions for children's learning.
- Parents shared their views of the setting with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The childminder showed the inspector the premises and discussed how she ensures that they are safe and suitable.
- The inspector talked to the assistant at appropriate times during the inspection and took account of his views.

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 2022