

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 as part of a well-established team, working alongside two other qualified childminders or an assistant. Children are warmly welcomed into this home-from-home environment and demonstrate a strong sense of belonging. Children, including those who are new to the setting, are happy and quickly become engaged in meaningful activities. The childminder responds quickly to children's interests to maximise their learning. Children who spontaneously collect conkers while out on the morning school run, are clearly delighted by further opportunities to explore outdoors. The childminder subtly supports children's interest in the natural world. She encourages children to use their senses and make their own discoveries. Children marvel at the insects they find, compare the size of leaves and giggle excitedly as they hide in the bushes. They enthusiastically investigate different textures as they play with sand, scrunch leaves and dig in the soil. With support from the childminder, children are becoming increasingly aware of natural properties and the changing seasons.

The childminder knows her key children well and builds on what children already know and can do. Children enjoy a broad range of fun activities and are eager to learn. With support from the childminder, children learn the skills, behaviours and attitudes they need to support their future learning. Adults provide high levels of supervision. This helps to ensure children's safety as they play.

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. Improvements to the indoor play space, alongside professional development, have helped to improve the quality of education provided.
- The childminder works collectively with the other adults caring for children to plan and deliver a well-sequenced educational programme. They adopt a seasonal, topic-based approach and make excellent use of the outdoors. Adults know the children well. They effectively use children's interests and consider what children know and can do, before planning what they what children to learn next. This supports children to make good progress.
- The childminder recognises and values what is important to individual children. In response to information from parents about their child's interests, the childminder ensures preferred toys are readily available. Such practice helps children who are new to the setting to settle quickly. Children begin to build a positive relationship with both the childminder and their peers. They interact confidently as they play with imagination and name the different dinosaurs.
- 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 descriptive language and introduces new words to help extend children's vocabulary. However, children are not consistently given the time they need to process questions and formulate their response. This hinders opportunities for them to practise their language skills.

- The childminder has completed training to help her monitor the progression of children's speech. This helps to ensure any children who may be at risk of delayed speech are identified and provided with additional support as early as possible.
- Children's physical development and their personal, social and emotional development is particularly well supported. Children are familiar with the routines of the day. They enjoy sitting at a table with their friends to eat and display high levels of independence.
- 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 keeps parents well informed about the range of activities provided and the progress children are making. However, parents are less well informed about ways they can support their children's learning at home.
- Mutually respectful relationships form the basis of this effective team which works together closely. All required records are appropriately maintained. As a team, they meet regularly to share ideas, reflect on their practice and provide peer support.

Safeguarding

The arrangements for safeguarding are effective.

Collectively, adults caring for children implement effective risk assessments to keep children safe. Routine explanations are well used to raise children's awareness of possible risk and how they can help to keep themselves safe. The childminder regularly updates her knowledge in relation to child protection. She has a secure understanding of her role and responsibility to act quickly if she has any concerns about a child's welfare.

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
- enhance partnership working, to support parents in guiding their child's learning at home.

Setting details

Unique reference number	EY370749
Local authority	Manchester
Inspection number	10307656
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	13
Date of previous inspection	4 October 2022

Information about this early years setting

The childminder registered in 2008 and works from her home in the Burnage area of Manchester. The childminder sometimes works alongside two co-childminders or an assistant. She 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 appropriate 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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