

Childminder report

Inspection date:

21 October 2024

Overall effectiveness

Requires improvement

The quality of education

Good

Behaviour and attitudes

Good

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision requires improvement

Children are generally well cared for. However, there are weaknesses to the management of the provision. The childminder does not have a robust knowledge and understanding of some of her policies and procedures. Consequently, she does not consistently implement these to support children's understanding of the setting's rules and boundaries, with particular regard to the use of mobile phones.

Children have good relationships with the childminder. They show that they are happy and well settled in the childminder's home. The childminder provides educational experiences that support children to learn and make progress in their development. She encourages children to lead their own play, asking them to give her instructions on the activities they are involved in. This supports children's developing self-esteem.

Children benefit from a curriculum that is tailored to their individual interests. For example, they create pretend soup in the outdoor area using herbs and water. The childminder uses this opportunity to talk about colours. She also encourages children to explore volume as they tip water into different-sized containers. This helps to support their mathematical development. Children are provided with a wide variety of interesting resources that they enjoy choosing from. Their imaginations and creativity are enhanced as they explore autumnal resources in the craft area, hiding objects such as conkers and acorns in dough and investigating textures of items.

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

- The childminder has policies and procedures in place in line with the early years foundation stage. However, she does not always follow these. For example, at times, she allows the use of mobile phones despite having a policy in place that states mobile phones are not to be used in the setting. While there is no significant impact on children's safety, this oversight does not support children to understand the setting rules and why they are in place.
- The childminder regularly monitors children's progress to support her plans for their future development. However, the childminder does not always use information from assessments to support language and communication skills. For example, activities offered to children do not focus on the formation of sounds and words to support continued language development. This means children's developing communication skills are not enhanced.
- The childminder has some systems in place to support children to develop their independence skills. She speaks with children about gaining new skills to prepare them for school, such as putting on their own shoes and coats. However, at times, the childminder completes tasks on children's behalf. This does not fully

allow children to have a go at tasks themselves and develop a 'can-do' attitude.

- Children spend a lot of time in the outdoors benefiting from fresh air and exercise. The childminder has organised her outdoor curriculum to allow children to experience a rich variety of resources and opportunities. Children climb confidently and support each other on the see-saw and slide, which enhances their physical development.
- The childminder has good relationships with parents. Parents comment on how the childminder provides children with a range of exciting activities that support their learning. The childminder communicates with parents to keep them informed of all aspects of their child's day and activities their children enjoy. This supports children's continued home learning.
- Children develop a secure love of reading. The childminder encourages children to value and explore books and stories. She reads to them with enthusiasm and skill. As a result, children become fully absorbed in stories. They enjoy reenacting the tale, engaging in movement and acting. For instance, children pretend to be trees that sway in the wind after they have read a story about a man made of sticks.
- Children's behaviour is good. They are kind and considerate to each other. The childminder encourages children to explore their emotions and feelings and to consider the impact these may have on their peers. For example, children take themselves away from situations, sit calmly then rejoin their friends. As a result, children are taking responsibility for their own behaviours.
- Children display a positive approach to learning. They are eager to participate in all aspects of the day and the activities on offer. Children enjoy drawing and showing their creations, while younger children use whiteboards and pens to make marks and shapes to show the childminder. Children congratulate each other on a job well done, which shows pride in their friends' achievements.

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 meet the requirements of the early years foundation stage, the provider must:

	Due date
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ensure all adults working with children have appropriate knowledge and a clear understanding of their responsibilities and policies and procedures in order to provide good-quality and consistent early years provision.	13/12/2024
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To further improve the quality of the early years provision, the provider should:

- strengthen the implementation of the communication and language curriculum, using assessments to support children's next steps in learning
- enhance learning experiences to support children to develop their growing independence skills.

Setting details

Unique reference number	EY384654
Local authority	Manchester
Inspection number	10355089
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 9
Total number of places	6
Number of children on roll	9
Date of previous inspection	16 November 2018

Information about this early years setting

The childminder registered in 2008 and lives in Manchester. She operates all year round, from 7am to 5pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an early years qualification at level 2. She offers government funded childcare places.

Information about this inspection

Inspector

Shelley O'Brien

Inspection activities

- The childminder and the inspector conducted a learning walk and discussed how the childminder designs her curriculum and organises the environment to promote children's learning.
- The inspector spoke with the childminder and children at appropriate times during the inspection.
- The inspector observed activities and teaching, indoors and outdoors, and assessed the quality of education provided and the impact on children's learning.
- The inspector took into account the written views of parents.
- The childminder provided the inspector with a range of documentation on request, including evidence of suitability, first-aid certificate and safeguarding policies.

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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