

Childminder report

Inspection date: 21 May 2024

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

What is it like to attend this early years setting?

The provision is outstanding

From the moment that children enter the childminder's home, they become deeply involved in individual, high-quality play and learning. Pre-school children discover that the dolls in the small-world house are exactly where they left them yesterday. They recall the storyline that they were in the middle of, then decide what the doll family will do next. Children initiate a thoughtful conversation with the childminder about whether the dolls' pyjamas will be folded into a drawer or hung up in the wardrobe. The childminder listens astutely to children. Her interested responses build children's confidence in putting forward their own ideas. Children become eager, successful learners.

Children's sense of feeling safe and secure with the childminder is unmistakable. They value her as a playmate and trust her to look after them. The childminder's knowledgeable attention to detail underpins consistent rules and routines that children understand and gain ownership of. She teaches children to use a well-positioned outdoor water container to dispense drinks and for handwashing. Children, therefore, form habits that promote their good health. Furthermore, children know that the 'grey' water, that collects in a bucket under the container, is a valuable resource for watering the plants. The childminder's clear intentions combine with children's busy engagement, to promote their early understanding of conservation and care for the environment.

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

- The childminder unfailingly implements her intention to place children's language development at the heart of her curriculum. The impact of this is particularly evident in children's rich vocabulary. Pre-school children know that the word 'warmer' has an alternative meaning when used during a game of hunt the sunhat. They listen closely to multi-syllabic words, such as 'binoculars', and show a thoughtful determination to pronounce them correctly. Children accurately apply the word 'plenty' in different contexts. They know, and proudly remind the childminder, that this is a 'new word'.
- The childminder continually applies her own new learning to her curriculum. She recently extended her knowledge of how children learn to subitise quantity. This has made her well-sequenced teaching of mathematics even more effective. Children playing dominoes practise matching the identical patterns of dots. The childminder encourages them to apply this knowledge to randomly arranged groups of items. Children gain a deep sense of number that promotes their early ability to combine and divide quantities.
- The childminder's sequencing of her curriculum is superb. She teaches younger children to stay really close to her when they walk along footpaths and cross the road. By the time that they are high-school age, children have learned the skills

and knowledge that they need to complete short journeys safely by themselves. This promotes children's independence and capacity to assess risks.

- The childminder demonstrates excellent knowledge of how children learn and develop. She expertly applies this to her learning environment and resources. Children who are deeply engrossed in cooking in the outdoor kitchen have great fun spraying water into the mixture. The childminder knows that the fun activity helps children to develop strength in their hands and fingers. This promotes children's readiness to use tools such as scissors and pencils.
- Children continuously encounter planned and incidental reasons to read and write. They watch the childminder read, and refer back to, a written recipe for 'petal pudding'. This promotes children's understanding that written information stays the same and is useful. At the end of a story, children and the childminder discuss a pictorial list of the other books in the series. They talk about which ones they have read and which ones to look for at the library. This promotes children's visual memory and early use of reference tools.
- The childminder models and teaches kindness and respect for others. This makes her provision a place where children continuously benefit from stable, positive relationships. Older children demonstrate yoga moves that they have learned at school. Pre-school children copy them and make visible progress in stretching and positioning their bodies. The childminder listens carefully to children's tea-table conversations. She sensitively intervenes to extend children's knowledge and help them to make sense of the world.
- The childminder forms highly successful partnerships with others. This promotes continuity in children's progress and well-being. The childminder works really effectively with other settings to prepare children for starting school. The result is that children start the next phase of their education in familiar surroundings with known adults and classmates. This helps children to view change as something positive and welcome. It promotes their long-term resilience.
- The childminder helps to organise a weekly outdoor play session for local childminders. The aims of the sessions mirror her well-developed vision for her own provision. Children who attend learn to value the environment and to include everyone.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

Setting details

Unique reference number	EY386012
Local authority	Manchester
Inspection number	10335705
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	3 to 13
Total number of places	6
Number of children on roll	14
Date of previous inspection	25 June 2018

Information about this early years setting

The childminder registered in 2008 and lives in Chorlton. Her provision operates all year round, from Monday to Friday, except for bank holidays and family holidays. Sessions are from 8am until 6pm, Monday to Wednesday, and from 8am until 9am and 3.30pm until 6pm on Thursday and Friday. The childminder holds a qualification at level 4. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Susan King

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 told the inspector about how she plans her curriculum. The inspector and the childminder observed children and discussed the impact of the curriculum on their well-being and progress.
- The inspector observed interactions between the childminder and the children. She spoke with and listened to children.
- The inspector took account of parents' views.
- Documents used in the childminder's provision were sampled and evaluated by 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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