

Childminder report

Inspection date: 16 February 2022

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children have an enjoyable and carefree time in the care of the childminder. They delight in the opportunities to make marks on paper with a variety of pens and pencils. This helps children to improve their dexterity and strengthen the small muscles in their hands. At the same time, they verbalise their early recognition of colours. Children skilfully build tall towers from blocks and make early attempts to count them. They giggle as they negotiate play tunnels and practise hopping and jumping, which helps to develop their balance and coordination. Children show care and consideration as they role play with dolls, carefully feeding them or pushing them in a pram. They feel safe in the care of the childminder and show this when they come to her for cuddles when they feel tired.

Due to the impact of the COVID-19 pandemic, the childminder has been providing children with even greater support in developing their speech and communication. She involves them even more in singing familiar songs and nursery rhymes. More focused time is given to reading books to children. They hear lots of well-pronounced words and a rich and varied vocabulary when with the childminder. As a result, children use a greater range of words and speak in more complex sentences.

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

- The childminder works closely with parents to find out lots of valuable information before children start in her care. She uses this information to plan activities which follow children's interests. This close working relationship helps the childminder extend children's learning to home. For example, she emphasises the importance of reading to children daily. This contributes to the good progress children make in their speech and communication.
- The childminder helps children learn about their local community. She takes them on outings to the nearby park where they play on the slides and swings and mix with other children. Additionally, the childminder takes children to group sessions at the local children's centre and library, which further supports their social and communication development.
- Since the previous inspection, the childminder has taken steps to improve the outdoor area at her home. This has made it a more inviting and appealing area for children to enjoy the stimulating learning experiences she offers. This means that children who prefer to learn outdoors now benefit from the same learning experiences as those who prefer to learn indoors.
- In the main, the childminder supports children's developing independence well. She encourages them to take off and put on their own shoes independently, and gives them time to take off their own hats and coats and hang them up. Children revel in familiar routines. For example, they say 'let's go' and skip to the

changing mat at nappy changing time. However, there are times when the childminder does things for children that they should be learning to do for themselves, such as feeding themselves at lunchtime or tidying up after play. This means that children are not as well prepared as they should be for the next stage in their learning.

- Children are keen learners. They focus for extended periods of time on the activities that the childminder provides. Children listen as she talks to them, introducing two- and three-dimensional shapes. They make good attempts at correctly identifying these shapes for themselves. At other times, as they turn pages independently, children identify the different animals in books read to them by the childminder. This shows that even at a young age, secure learning is taking place.
- The childminder provides children with healthy snacks and meals on a daily basis. She always ensures that there is fresh water or milk available for children to drink. The childminder supports children in brushing their teeth and helps them learn the importance of basic hygiene, such as washing their hands before meals and after using the toilet. Therefore, she ensures that children's health is well supported.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has maintained her knowledge and understanding of safeguarding since the previous inspection. She has achieved this through a combination of training and independent reading. The childminder is alert to the indicators of possible abuse and knows who to contact should she have any concerns. She has a secure insight into matters such as female genital mutilation, forced marriage, and radicalisation and extremism. The childminder has a clear understanding of what to do if an allegation is made against herself or a household member. Since the previous inspection, she failed to notify Ofsted of a significant event relating to changes to those who live at her address. However, since then, she has improved her knowledge of matters which must be notified to Ofsted.

What does the setting need to do to improve?

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

- strengthen the arrangements for supporting children's developing independence even further.

Setting details

Unique reference number	EY390923
Local authority	Manchester
Inspection number	10225565
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	2 to 6
Total number of places	6
Number of children on roll	2
Date of previous inspection	18 July 2017

Information about this early years setting

The childminder registered in 2009 and lives in Openshaw, Manchester. She operates all year round, from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3.

Information about this inspection

Inspector

Richard Sutcliffe

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.
- This inspection was carried out as a result of a risk assessment, following information received about the provider.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- The inspector spoke to a parent during the inspection and took account of their views.
- Children communicated with the inspector during the inspection.
- The childminder provided the inspector with a sample of key documentation on request.

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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