

Childminder report

Inspection date: 4 November 2024

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 are happy and they feel safe in the care of this experienced and enthusiastic childminder. They demonstrate this as they crawl onto the childminder knee for a cuddle when they are tired. The childminder is caring and consistent in her responses to children. She provides a familiar routine and children can anticipate what will happen next in their day. This helps children feel secure in her care. Parents comment that their children look forward to attending the childminder setting. They say it is 'home from home' for their children.

The childminder knows how to support children's progress. For example, she plans regular outings, such as to toddler groups. This helps children to learn good social skills as they meet new friends and learn to play together. Children build social skills that can support them in readiness for school. The childminder models kind and caring behaviour throughout each session. She supports children to understand the consistent boundaries in place and the reasons for these. For example, she explains to children the importance of listening and following instructions while getting into and out of the car. Children behave well. In addition, children are learning ways to keep themselves safe near roads and traffic.

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

- The childminder keeps her knowledge up to date with regular training and reading. She maintains all her mandatory training such as paediatric first aid and safeguarding. Since her last inspection she has attended training to build her knowledge around supporting children with special educational needs and/or disabilities. This helps the childminder to identify gaps in learning and to make appropriate referrals for specialist help where needed.
- The childminder talks with parents to gather children's likes and dislikes. This helps her to offer learning experiences that children enjoy and engage with. The childminder uses observations and her knowledge of child development to plan children's next steps in learning. She has regular conversations with parents, offering ideas to support children's learning at home. For example, sharing ideas to support children with routines and consistent behaviour. Children behave well and they demonstrate age-appropriate development.
- The curriculum is planned with a clear intent for children's learning. During free play the childminder plans her interactions carefully to support children's next steps in learning. However, during some adult-led activities, the childminders interactions are less effective. For example, the childminder concentrates on the end product, such as a picture or construction. On these occasions, children do not always become deeply engaged and immersed in these learning experiences.
- Children's independence is generally supported by the childminder. Children make regular choices during the day. The childminder encourages children to

feed themselves and to manage tasks such as putting on their own coat and shoes. However, the childminder often completes tasks for children as soon as they start to struggle. As a result, children do not always learn to persevere at a task. They quickly hand items to the childminder to 'fix' when they come across a difficulty. As a result, children are not always supported to develop their problem-solving skills.

- Children's physical development is supported well. Children benefit from many opportunities to play outdoors on large play equipment. They enjoy regular trips to the park or to soft play centres where they can climb, run and jump. This helps children to build their core strength and large muscles. The childminder provides learning opportunities for children to develop their smaller muscles and manipulative skills, such as using dough or picking up small objects. This helps children's dexterity and supports them when they learn to write.
- Children access books and stories throughout the day. The childminder reads stories enthusiastically and children are enthralled. Children listen well. Even young children are eager to discuss what is happening on each page. The childminder encourages children to continue reading at home by sharing books that children currently enjoy with parents. Children develop a love of books. They develop a good vocabulary and they communicate effectively.
- The childminder supports children's transition to school. For example, she teaches children skills that will help their future learning. In addition, the childminder completes detailed transition reports. This helps teaching staff to understand children's current learning. The childminder includes relevant information about any additional support or health requirements children may have. This helps to keep ensure children receive continuity in care and education.

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

- maintain a sharp focus on the intended learning during adult-led activities to support children to engage and become immersed in all learning experiences
- provide children with opportunities to develop their independence skills, have a go and learn to persevere at tasks and problem solving.

Setting details

Unique reference number	EY411770
Local authority	Manchester
Inspection number	10369525
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 8
Total number of places	6
Number of children on roll	5
Date of previous inspection	13 May 2019

Information about this early years setting

The childminder registered in 2010 and lives in the New Moston, Manchester. She operates all year round from 7.30am to 5pm, Monday to Thursday and 7.30-9am and 3-5pm on a Friday, all year round with the exception of bank holidays and family holidays. The childminder has a Postgraduate Certificate in Education and is a qualified teacher. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Lynn Richards

Inspection activities

- 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 the aims and rationale for their EYFS curriculum.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Children spoke to the inspector during the inspection.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on 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.

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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