

Childminder report

Inspection date: 9 December 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

The welcoming and friendly childminder creates a loving environment. She builds caring bonds with children, who enjoy spending time in the setting. The childminder provides children with plenty of cuddles and stays close to those children who need reassurance. Children demonstrate that they feel safe and secure in the childminder's care. The childminder is a positive role model. She supports children to take turns and to share the resources. When any disputes occur, the childminder deals with them well. She has high expectations of all children and reminds them of the positive behaviour she expects from them.

The childminder creates a broad and balanced curriculum. She promotes children's emotional development well. For instance, the childminder talks to children about different feelings. She encourages children to recognise how they think people are feeling on flashcards and supports children to regulate their own emotions. Children make good progress from their starting points in development. The childminder plans activities that interest children. Children show good perseverance as they put their own shoes and costumes on while they dress up together. The childminder provides children with plenty of praise and encouragement. This helps to develop children's self-esteem.

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

- Overall, the childminder promotes children's communication and language development well. She introduces children to new vocabulary as she plays alongside them. For instance, the childminder uses the words 'forwards' and 'backwards' as children push the prams together. The childminder asks children plenty of questions. However, she does not always allow enough time for children to process and respond to some questions.
- The childminder has a firm understanding of where children are up to in their development. She plans appropriate next steps in children's learning. The childminder recognises when children are tired and hungry, and responds appropriately. This helps to ensure that children's needs are met.
- The curriculum for mathematical development is implemented well. The childminder supports children to count out objects together as they play in the role-play kitchen. She encourages children to recognise how many ducks they have left as they sing number songs together. This helps to develop children's early counting skills.
- The childminder takes children on a variety of outings. They go to local parks and on walks around the local area to develop their physical skills. The childminder takes children to playgroups. This provides children with opportunities to make new friends and socialise with larger groups of children.
- Children develop their growing independence well. The childminder provides

plenty of opportunities for children to practise taking their own shoes and coats off. She supports children with washing their hands before mealtimes. Children learn to peel their own oranges at snack time. They show a great sense of pride in the tasks they can complete by themselves.

- The childminder supports children's physical development well. Children giggle with glee as they practise jumping and hopping in their action songs. They develop good hand-eye coordination, such as when they practise throwing balls into containers. This helps to develop children's larger muscle movements.
- Overall, the childminder promotes children's early reading skills well. Children learn how to turn pages by themselves. However, not all story-time sessions are well planned and organised. For instance, the childminder reads stories to children with lots of distractions around them. Consequently, children lose focus quickly and begin playing with other toys.
- Parent partnerships are strong. Parents and carers are happy with the service they receive. They comment on the guidance and support the childminder gives to them. For instance, the childminder provides parents with toilet-training tips for their children. She provides regular updates about children's development with parents and other settings the children attend. This helps to provide continuity in children's care and learning.
- The childminder promotes healthy lifestyles. She provides children with nutritious food and healthy drinks. The childminder teaches children about oral hygiene. For instance, she supports children to brush their own teeth after their lunch. This helps children to learn about healthy life choices.

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:

- allow more time for children to process and respond to the questions they are asked
- organise and plan story-time sessions more precisely to limit distractions so that all children can participate.

Setting details

Unique reference number	EY441616
Local authority	Manchester
Inspection number	10367623
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 2
Total number of places	6
Number of children on roll	4
Date of previous inspection	15 February 2019

Information about this early years setting

The childminder registered in 2012 and lives in Manchester. She operates from 8.30am to 4.30pm, Monday to Wednesday, all year round, except for bank holidays and family holidays. The childminder provides government-funded childcare.

Information about this inspection

Inspector
Olivia Barnes

Inspection activities

- The childminder joined the inspector on a learning walk. She talked to the inspector about the curriculum.
- The inspector observed the quality of education being provided. She discussed children's progress with the childminder.
- The childminder and the inspector carried out a joint observation.
- The inspector looked at relevant documentation. This included evidence of the childminder's suitability, training record and safeguarding documents.
- The inspector took account of written feedback provided by 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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Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
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