

Childminder report

Inspection date: 30 November 2021

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

What is it like to attend this early years setting?

The provision is good

The welfare of the children is at the heart of this childminder's setting. Children are warmly welcomed each day. Due to COVID-19 restrictions, parents leave children at the door, but this does not faze them. They bound in, familiar with the routines. They hang their coat up and find their photo on arrival. Children are able to explore interesting activities and resources at their own pace. Children use their own ideas as they play. For example, they enjoy exploring natural materials in a treasure basket. Babies grasp the items and delight in the sounds they make. For example, they bang a spoon and beam when their actions create noise. They listen to the pitter-patter of beads as they drop them on a metal pot.

The childminder has a range of natural resources and these include items which are reflective of children's homes. This helps them to feel safe. Children develop a strong sense of belonging as they play with items that are familiar to them. For example, in the role-play area children stir peas and pasta in a traditional 'Desi pot'. They experiment and create 'food', adding ground spices, seasoning and water, fully immersing themselves in the sensory experience.

Children thrive under the close supervision that is provided to them. They are confident to play but stay close to the childminder, enjoying the close care and attention they receive. Children are happy and enjoy the company of others. The childminder interacts with children sensitively and children speak calmly, act kindly and behaviour is excellent.

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

- The childminder provides an inclusive environment. She values children's backgrounds and cultures. This helps them to learn about others and celebrate their differences. The childminder uses her multilingual skills to support children if they start at her setting with little or no English. For example, she speaks and sings to them in their home languages and repeats words back to them in English. Children join in with English nursery rhymes. The childminder uses props, such as a sack of wool, to support their engagement. The childminder is passionate about helping children to develop strong communication skills.
- The childminder promotes physical development and helps children to be independent. Babies take their first few steps. They are carefully supported by the childminder until they can let go of her hands. The youngest children tentatively step towards the childminder and are proud in their achievement, when they are rewarded with a cuddle. Older children use their whole bodies to make sounds by pressing the electronic floor mat. The childminder models how to use tools and equipment and gives children time to practise their skills. Children are becoming confident in using cutlery to chop their fruit.

- The childminder translates information for parents into their home languages. This helps to ensure parents are updated and involved in children's care and learning. Parents praise the childminder for providing a personable approach and thank her for her help and advice. For example, sharing information which has helped them to understand how dummies may impact on their children's speaking.
- The childminder has a clear intent for her curriculum and, overall, it is designed well to get children ready for school. However, the childminder does not always plan precisely to prepare children for what comes next. At times, activities do not give children the key skills required. Sometimes, too much information is provided when knowledge may not have been fully embedded. For example, the childminder tries to introduce a new colour rather than focusing on ensuring that the colours they are becoming familiar with are fully learned.
- Older children attend after their school day. They are able to relax and play with their friends. Children complete their homework, supported by the childminder or her assistant. This helps to provide consistency in supporting the learning of older children who attend two settings.
- Self-evaluation has been used well and has helped the childminder to make significant improvements. The childminder aspires to be outstanding. She has welcomed support from the local authority adviser and acted on this. The childminder has attended many training courses, which have helped her to improve. For example, communication and language training has helped to strengthen the quality of her interactions.
- The childminder has adopted some effective hygiene practices as a result of COVID-19. For example, she washes her own hands and has hand sanitiser available. The childminder and her assistant also complete personal testing twice each week. However, she does not always ensure that all children have washed their hands prior to eating or consistently teach children why positive hygiene routines are in place.
- The childminder is kind and caring. She forms secure attachments with children. She speaks softly and in a way that children understand. Children know what is expected from them and behaviour is very good. The childminder joins in with tidy-up time, so that children learn from her high expectations and positive role modelling.

Safeguarding

The arrangements for safeguarding are effective.

The childminder takes children's safety seriously. She is able to recognise if a child is at risk of abuse or neglect. The childminder knows the procedures to follow if she is worried about a child in her care. The childminder keeps her safeguarding knowledge up to date and she has completed child protection training. The childminder records required information which helps to protect children's welfare. For example, her documents include details about who has parental responsibility for minded children. The childminder ensures that she contacts parents if children fail to attend. This helps to ensure that children are safe and well and that all

children, including those in receipt of additional funding, have full access to their entitlement of early education.

What does the setting need to do to improve?

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

- take more account of children's prior knowledge and focus precisely on what individual children need to learn right now, to prepare them for what comes next
- strengthen hygiene practices and help children to learn why routines to promote health and hygiene are in place.

Setting details

Unique reference number	EY443235
Local authority	Manchester
Inspection number	10146082
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	0 to 13
Total number of places	12
Number of children on roll	14
Date of previous inspection	7 February 2020

Information about this early years setting

The childminder registered in 2012 and lives in Manchester. She operates all year round from 7am until 7pm, Monday to Friday, except for bank holidays and family holidays. The childminder works with an assistant. She provides funded early education for two-year-old children.

Information about this inspection

Inspector

Layla Davies

Inspection activities

- This was the first routine inspection the setting has received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the setting and has taken that into account in their evaluation of the setting.
- The quality of education was observed and the inspector assessed the impact this has on children's learning.
- The inspector conducted a learning walk with the childminder. The intent of the curriculum was discussed.
- The inspector evaluated an activity with the childminder.
- Children were spoken to.
- The views of parents were obtained.
- Relevant documentation was checked and discussed, such as policies and procedures. The inspector reviewed self-evaluation and checked evidence of the suitability of assistants and household members.
- The inspector viewed the premises.

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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