

Childminder report

Inspection date: 14 June 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children develop strong bonds with the childminder and her assistants. They demonstrate that they feel safe and secure in their care. The childminder and her assistants are sensitive to children's views and wishes, and use kind tones with them. Children behave well and play happily with their friends. The childminder has high expectations of children's good behaviour and their achievements.

Children make good progress and develop good social skills. For example, they learn to share, take turns and build friendships as they play. Children follow daily routines with confidence and show good levels of independence. For example, babies independently explore using their senses and make decisions about what they want to play with next.

Children choose books from a creative variety that reflect their interests and encourage them to explore further. For example, children choose books related to their current interest in animals. They enjoy turning the pages and naming the animals. They move on to look at other books, handling these with care. Children have regular access to the garden. The childminder talks with children about what plants need to help them grow. They enjoy filling up their watering cans to water the herbs and flowers. This helps children to learn about and care for the world around them.

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

- The childminder and her assistants support children's emerging communication and language skills well. They are mindful to pronounce and model the use of new words correctly. The childminder and her assistants talk to children as they play. This helps to ensure that children hear a rich variety of vocabulary. The childminder's recent language development training has impacted positively on children's language development.
- The childminder offers her assistants a range of professional development opportunities. However, she does not consistently provide precise feedback on her assistants' teaching skills. This means that they are not always aware of how they can raise their quality of teaching to the highest level.
- Overall, the childminder skilfully sequences children's learning. However, sometimes, children are not consistently challenged to extend and explore their thinking. One example, while playing in the garden, children explore the sand and talk about freeing the spider and letting it go. This opportunity was not built on to enhance and extend children's thinking further.
- Children regularly demonstrate their mathematical skills during play. The childminder and her assistants encourage children to count and use concepts such as 'under' and 'over' when playing with trains. Children enjoy building the

track in different shapes and identifying them.

- Children's independence is promoted very well. Babies are encouraged to feed themselves independently using cutlery. Toddlers manage to change their own wet clothing after playing outdoors, with support from others. All children follow good hygiene routines, which contributes to their overall good health.
- The childminder and her assistants actively promote positive behaviour. For example, they remind children to turn on their 'listening ears' before they give them instructions. They prompt children to use good manners and give them lots of praise for their achievements.
- The childminder reflects on her provision regularly to make positive changes. For example, she has built a covered outdoor area to allow the children to play outside in all weathers. The childminder and her assistants also complete training to further enhance their knowledge and skills.
- Parents are complimentary about the childminder's provision. They are grateful for the support she has given them, particularly regarding settling-in arrangements and ensuring that children's individual needs are met. The childminder encourages parents to share their ideas and makes suggestions as to how they can support their child's learning at home.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a robust understanding of the signs that might lead her to be concerned about a child's welfare. She has a clear understanding of the procedure to follow to keep children safe from harm. She confidently describes how she would refer any concerns, including if an allegation was made about her or her assistants. The childminder and her assistants update their training to refresh their knowledge of child protection. The childminder follows robust recruitment procedures. She carries out in-depth checks to make sure her assistants are suitable to care for children. Safety checks are completed in all areas of the setting and on the toys they offer children.

What does the setting need to do to improve?

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

- focus the supervisions of assistants more precisely on raising the quality of teaching to the highest level
- offer more challenge to consistently extend children's learning.

Setting details

Unique reference number	2538885
Local authority	Trafford
Inspection number	10215292
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	1 to 4
Total number of places	9
Number of children on roll	11
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019 and lives in Sale. She provides care all year round, from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder works with two assistants.

Information about this inspection

Inspector

Suzy Marsh

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 provider and has taken that into account in their evaluation of the childminder.
- The inspector, childminder and the assistants held a number of discussions at suitable times during the inspection.
- A learning walk was completed with the childminder to discuss the curriculum intent and how the provision is organised.
- The inspector observed the quality of education delivered during activities and assessed the impact on children's learning.
- The inspector reviewed a variety of documents, including evidence of the suitability of those living in the household, first-aid certificates and policies and procedures.
- The views of parents were considered in written form.

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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