

Childminder report

Inspection date: 28 April 2023

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 are happy, relaxed and settled at this homely childminding setting. They have excellent relationships with the childminder and her assistant, who promote positive attitudes to learning. Children have great fun picking up bricks and making pretend phone calls to the childminder, who encourages them to chat and describe their plans for the day. This supports children to develop their imagination and their language skills.

Children giggle in delight as the childminder tips out a box of interesting objects and pictures for them. They enjoy rummaging through the long pieces of crinkly silver paper to find photos of each other and their families. They find the photo of their own family and proudly tell the childminder and their friends about all the people that they can see. This gives children a good sense of what makes them unique.

Children benefit from a range of trips and visits with the childminder. They regularly walk to the nearby park and field, attend a local stay-and-play group and go to the supermarket. This helps them to learn to socialise in larger groups and builds their confidence to go to places that they are not familiar with. Children recall with excitement the different fish and sea creatures that they saw when they went to an aquarium, which supports their understanding of the wider world.

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

- The childminder encourages the children to choose what they want to play with from the well-organised selection of toys. Children concentrate hard as they thread coloured shapes onto a lace to make a necklace. They roll out, cut and mould play dough into different shapes. This supports the development of their fine motor skills and their hand-eye coordination.
- Children clearly enjoy working with the childminder and her assistant. They look through coloured lenses and discuss what they can see and build with bricks. They listen to a story, eagerly lifting the flaps in the book and discussing the animals on each page. However, the intended learning for some activities is less clear than others. This means that children are not always challenged precisely in order for them to make the very best possible progress.
- Children show high levels of excitement in anticipation of the daily 'wake up, shake up' indoor workout session. They clap their hands in delight and sing along with the familiar songs and music. They dance, spin around and jump up and down, having lots of fun. Outside, they swing from bars, push themselves along in cars and go up and down the slide. This develops their physical skills well.
- The childminder and her assistant are good role models for the children.

Children are polite and friendly, saying goodbye to the older children when they leave for school and hello to the inspector when she arrives. The childminder and her assistant have clear expectations of behaviour, which all the children understand. In the rare instances of disagreements, for example when two children both want to use a car outside, the childminder intervenes quickly and explains the need to share. As a result, children behave well and know what to expect.

- Overall, the childminder helps children to develop independence in a range of ways. For instance, children choose which toys they would like to play with and tidy up cooperatively with their friends. However, the childminder sometimes completes tasks for children without encouraging them to try for themselves, for example serving their snack or wiping their nose. This prevents children from developing even higher levels of independence in their self-help skills.
- Parents and carers speak very positively about the childminder and her assistant and say that they are held in high regard within the local community. They report that their children are happy, settled and enjoy coming to the childminder's house. The childminder works with parents on issues such as brushing teeth to help reinforce consistent healthy messages both at home and in the setting.
- The childminder makes effective use of her early years qualification to provide an interesting curriculum that engages children well. She guides her assistant appropriately. However, opportunities for professional development are not wide enough to consistently address any minor gaps in the quality of education.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant have a good understanding of their role in keeping children safe. They have a secure knowledge of the signs and symptoms that suggest a child may be at risk, and they know how to act on their concerns. They carry out daily risk assessments of the premises, including outdoors, to ensure that all areas are safe and suitable for children to play. They teach children to keep themselves safe, for example, on trips to the park, children know to look out for any dangers such as broken glass and act accordingly.

What does the setting need to do to improve?

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

- access a wider range of professional development opportunities, with a particular focus on how to implement clear learning intentions for all activities
- promote children's independence further by encouraging them to do more things for themselves.

Setting details

Unique reference number	2596936
Local authority	Trafford
Inspection number	10285863
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 10
Total number of places	12
Number of children on roll	17
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2021 and lives in Trafford. She operates all year round, from 7.30am to 6pm, Monday to Friday, except bank holidays and family holidays. She works with one assistant. She holds an appropriate qualification at level 3.

Information about this inspection

Inspector

Sarah Gower-Jones

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 provider.
- The childminder showed the inspector the premises and discussed how they ensure it is safe and suitable.
- The inspector spoke to children to find out about their time at the setting.
- The inspector observed the interactions between the childminder, her assistant and the children.
- The inspector carried out a joint observation of a group activity with the childminder.
- Parents and grandparents 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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