

Childminder report

Inspection date: 2 March 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

The childminder has created a very warm and welcoming environment for children, where they continuously demonstrate that they feel happy, safe and secure. Along with her assistant, the childminder models kind, patient and friendly behaviour. This has an impressive impact on the confidence of young children and their attitude towards learning. A carefully considered curriculum that builds on what children already know and can do helps children to make good progress. For example, young children learn about spring and the farm. They explore different textures in an attractively presented activity that encourages their independent exploration and imaginative skills. The childminder introduces new vocabulary, animal sounds and precisely chosen stories to share with children.

Children behave well for their age. Clear and consistent messages are shared by the childminder and her assistant. 'Golden rules' are frequently discussed, such as 'kind hands', 'listening ears' and 'walking feet'. This supports children to learn right from wrong and what is expected of them. Through the childminder's modelling, children are learning to share and to take turns as they play alongside one another. They show an awareness of routines and understand where toys and resources belong.

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

- The childminder gathers detailed information when children first start at her setting. Together with her assistant, she uses this information to plan activities that reflect what children are interested in and what they need to learn next. This helps to ensure children develop essential skills for future learning. Furthermore, information about children's learning is shared frequently with parents so that they can support children's ongoing progress. Activities are thoughtfully planned and are attractively presented to children. This results in children displaying high levels of motivation and a passion for learning.
- The childminder, overall, supports children's communication and language well. She narrates children's play and ensures they hear a rich variety of vocabulary. The childminder models new words and uses repetition to reinforce children's understanding. However, she has not fully considered the impact that dummies can have on children's speech. Occasionally, children have dummies despite being happy and content. In addition, because children's dummies are clipped onto their clothes, they trail along the floor as they crawl. This means that hygiene arrangements are not always robust.
- Children thoroughly enjoy spending time in the childminder's extremely well-resourced garden and confidently select what they would like to do. Children develop their hand-to-eye coordination and the muscles in their hands. They create pictures on an easel using paints and enjoy exploring in the mud kitchen.

Children develop their imaginative skills as they play in the 'garden centre' and learn about growth and decay.

- The childminder ensures that children develop an understanding of the wider world around them. She takes children to places of interest in the local community, such as parks, nature reserves and sensory classes. Children develop their self-assurance in group situations and strengthen their confidence in new surroundings.
- Children learn about the importance of leading a healthy lifestyle. The childminder provides healthy and nutritious snacks, such as a wide selection of fruit. Children are encouraged to brush their teeth, which helps to ensure they learn the importance of dental hygiene from a very young age. Daily opportunities to access the outdoors ensure children have fresh air and exercise, regardless of the weather.
- The childminder is a passionate and dedicated practitioner. She works collaboratively with her assistant, who is equally enthusiastic and committed to her role. Continuous professional dialogues occur, where their practice is considered and purposefully evaluated. Professional development opportunities are a key focus for both the childminder and her assistant. They carry out their own research, share good practice ideas and attend virtual workshops. This helps to ensure that children receive high-quality care and education.
- Parents are extremely complimentary and describe how it feels as if their children are looked after by 'family'. Parents feel extremely well informed about their children's learning. They fondly describe the progress that their children have made since attending and how the childminder and her assistant have been instrumental in this.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a robust understanding of her role in protecting children from harm. She describes how she would seek support and guidance if she had concerns about a child's welfare, and the steps she would take to ensure their safety and well-being. The childminder ensures that her assistant fully understands her responsibilities in safeguarding children. They attend regular training so that their knowledge remains up to date. The childminder's home is very safe and secure. The childminder is organised and methodical and all required documentation is readily available.

What does the setting need to do to improve?

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

- consider the impact of dummies on children's developing communication and skills and take into account their safe and hygienic use.

Setting details

Unique reference number	2610229
Local authority	Trafford
Inspection number	10264664
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 10
Total number of places	12
Number of children on roll	15
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2020 and lives in Urmston. She operates between 7am and 6pm, Monday to Friday, all year round. The childminder is registered to work with an assistant.

Information about this inspection

Inspector

Karen Cox

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 childminder and has taken that into account in their evaluation of the setting.
- The inspector took account of the written views of parents.
- The childminder and the inspector observed an activity and discussed the impact of this on children's learning.
- The inspector reviewed the areas of the childminder's home that children use, to ensure that they are safe and suitable.
- The inspector held discussions with the childminder, her assistant and the children throughout the inspection.
- The childminder provided the inspector with a sample of key documents, including regarding the suitability of adults living in the household, evidence of training attended and first-aid certificates.

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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