

Childminder report

Inspection date: 20 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 and settled in the childminder's caring and nurturing home. They develop strong attachments with the childminder. For example, they will seek out the childminder for a cuddle when needed, and they show excitement when the childminder engages in play with them. This helps children to feel safe and secure. Children also benefit from building positive relationships with each other. For instance, children smile and work together to figure out how to move the cars down the ramp. They show how to take turns and share.

The childminder has high expectations of children. Her vision is for children to be 'independent, kind and caring individuals'. Children show positive attitudes to learning and their environment. For example, they help each other to tidy away their pencils and place their books on the shelf when they are finished. Furthermore, they can carefully select books, open them correctly and carefully turn the pages. As a result, this helps children to develop respect towards their environment and others around them. Throughout the day, children receive positive praise and encouragement from the childminder. This boosts their self-esteem and encourages children to have a go.

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

- The childminder has built a clear curriculum. She knows what skills she intends for children to learn. For example, she develops children's independence consistently throughout the day. As a result, children are confident individuals and have learned the skills to feed themselves, take their coats off and access their own resources in play.
- Parent partnerships are good. Parents comment on how the childminder has supported them on topics they are unfamiliar with, such as weaning and toilet training. This builds consistency in meeting the children's needs. Furthermore, parents benefit from the positive communication and regular updates they receive on their child's learning and development. This keeps them up to date on their child's progress and their next steps.
- The childminder supports communication and language development. She engages in positive interactions with the children throughout the day. In addition, she encourages children to learn and repeat a variety of new words. This helps to extend their vocabulary. However, occasionally, the childminder will ask questions but does not give children enough time to respond. As a result, children do not develop their thinking skills, and they become disengaged.
- Children show a love for reading and nursery rhymes. They show the skills to recall their favourite songs and are eager to look at age-appropriate books. During story time, the childminder reads with an engaging and enthusiastic tone.

The children smile as they lift the flaps on the page and join in with repeating familiar words. This helps to enhance their literacy development.

- The childminder is reflective of her practice and understands her strengths and areas of development. She has identified an area of improvement to further support children's communication and language, but is yet to embed this into practice. However, since becoming a childminder, she has undertaken a range of training that supports her own developmental needs and keeps her knowledge up to date.
- Children benefit from exploring their local community. For example, they regularly go on outings to local places, such as the meadow, playgroups and the park. These outings help children to enhance their physical development and understand similarities and differences in the world around them.
- The childminder helps children to understand the importance of good hygiene and healthy eating. For example, children are encouraged to wash their hands before mealtimes and are provided with fresh and nutritious meals to enjoy. As a result, children are beginning to develop healthy lifestyles.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her role and responsibility when safeguarding children. She has recently attended training to keep her own knowledge up to date. In addition, she understands how to report a concern and who to contact in her local authority. She regularly undertakes risk assessments in her home and on outings to ensure children are kept safe from harm. The childminder is first-aid trained and has put procedures in place to monitor children's accidents. Furthermore, she teaches children how to stay safe in the community. This helps children to develop an understanding of topics such as 'stranger danger'.

What does the setting need to do to improve?

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

- provide children more time to think critically and test out ideas during conversations.

Setting details

Unique reference number	2623623
Local authority	Trafford
Inspection number	10281084
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 3
Total number of places	6
Number of children on roll	9
Date of previous inspection	Not applicable

Information about this early years setting

The provider lives in Trafford, Manchester. She holds a relevant early years qualification at level 5. The childminder operates from Monday to Friday, 7.30am until 6pm, all year round.

Information about this inspection

Inspector
Danielle Kelly

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 and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- The inspector observed the interactions between the childminder and children.
- The inspector carried out a joint observation of a communication and language activity with the childminder.
- Parents shared their views of the setting with the inspector.

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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