

Childminder report

Inspection date: 15 August 2022

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

What is it like to attend this early years setting?

The provision is good

Children are highly energetic, curious and extremely eager to join in. This relentlessly positive attitude to their learning is largely because they enjoy a range of fun and exciting activities and games. The childminder invests a great deal of time and effort organising a delightful environment, with well-stocked toys and plenty of interesting games. Children remain occupied continually. They are rarely still and explore with outstanding rigour and enthusiasm. Children are highly motivated to learn. To illustrate, children squeal and giggle with anticipation and elation as they investigate scented foam. This animated delight illustrates their enjoyment of new experiences. Children face challenging tasks with a positive can-do attitude. For example, they repeatedly persevere to balance on small, age-appropriate stilts. With encouragement, they eventually succeed and begin to move at pace while carefully balancing. Children's wonderful attitude to their learning is exceptional and creates an excellent foundation for their future education.

Children learn new words as they play. For example, new descriptive words, such as 'squeeze', 'soft' and 'blowing' are incorporated into play to help to extend vocabulary. The childminder provides ongoing narration. Older children engage in two-way conversations as they play while younger children effortlessly follow instructions. Children of all ages are well supported in their language development, including those who speak English as an additional language. They become confident communicators who are chatty and eager to share their ideas and express their opinions. Children enjoy friendships and play cooperatively together. Older children help younger ones. They are patient, kind and considerate as they help and support their younger friends. Children learn to be respectful and share their toys. Children are safe, happy, social and have fun in this supportive and nurturing environment.

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

- The childminder is professionally curious and finds out about children's backgrounds when they first start attending. Parents share information about what their children know. Coupled with her own professional observations, the childminder develops a detailed understanding of children's needs from the very first day. This helps her to provide appropriate care and learning opportunities from the outset. Children settle quickly and are well supported in their learning.
- The childminder has a vigilant attitude towards children's safety and welfare. For instance, when children drop play materials on the floor, the childminder quickly tidies this up, reminding children to 'be careful, you don't want to slip'. The childminder is kind and caring. Children's safety and welfare is extremely well promoted.
- Children are encouraged to be independent. They choose what games and toys

they would like to play with and help to set the table at mealtimes. Children are self-assured, confident and secure in their self-care skills.

- Children enjoy a broad and varied curriculum and make good all-round progress. The childminder plans each day with a range of adult-led activities and time for children's spontaneous, self-chosen play. Furthermore, children's experiences are extended to include occasional trips within the local community, such as visits to farms, parks and local shops. The curriculum is carefully designed to support children's good progress and development.
- The quality of teaching is good. The childminder is an effective role model. She joins in children's play and suggests ideas to extend learning. However, sometimes the childminder interrupts children's concentration as they enjoy self-chosen games. This occasionally prevents children from obtaining deep focus and sustained concentration in their learning.
- Partnerships with parents are good. Parents comment about the tailored care the childminder provides. They refer to the childminder's setting as a 'home-from-home' environment where children flourish developmentally and emotionally.
- The childminder has established good links with local, nearby schools. However, when children move to schools further away, links are yet to be fully established to benefit from effective information sharing and help children make the smoothest possible transition.
- Children are provided with homemade, nutritious meals. They enjoy their food, demonstrating a positive attitude to healthy eating. Children have wonderful appetites. They eat all their food and often ask for more. Children enjoy a varied and balanced diet, contributing to their good all-round health.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is acutely aware of her safeguarding responsibilities. She ensures that her knowledge is kept up to date and has recently completed child protection refresher training. The childminder knows how to report concerns swiftly to the relevant agencies, should this be necessary. Her knowledge of wider safeguarding issues is also good. For instance, she knows how to identify if children are at risk from extremism or radicalisation. The childminder's home is safe and secure. She has simple and effective measures in place to minimise risks to children.

What does the setting need to do to improve?

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

- strengthen already good teaching further and allow children time to achieve deep and sustained concentration without interruption
- develop stronger links with all schools that children move on to and help them to

make a smooth transition to school when the time eventually comes.

Setting details

Unique reference number	318218
Local authority	Trafford
Inspection number	10109639
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	6
Number of children on roll	10
Date of previous inspection	17 April 2015

Information about this early years setting

The childminder was registered in 1984 and lives in the Stretford area of Manchester. She operates all year round, from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder receives funding for free early education for children aged four-years-old. She holds a formal qualification equivalent to level 3.

Information about this inspection

Inspector
Michelle Jacques

Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 pandemic began. The inspector considered the impact of the pandemic on the childminder and has taken this into account in their evaluation of the provision.
- The childminder and inspector completed a learning walk and discussed the curriculum design.
- The inspector spoke with the childminder and children at appropriate times during the inspection. Parents' written comments were read and considered by the inspector.
- The inspector observed a range of activities, both indoors and outdoors, and considered the impact teaching was having on children's development.
- A joint evaluation of an activity was conducted by the inspector and childminder.
- Relevant documentation was reviewed by the inspector, including evidence of the suitability of those living or working in the household.

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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