

# Childminder report

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Inspection date: 12 February 2020

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| <b>Overall effectiveness</b> | <b>Good</b> |
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| The quality of education | <b>Good</b> |
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|                         |             |
|-------------------------|-------------|
| Behaviour and attitudes | <b>Good</b> |
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|----------------------|-------------|
| Personal development | <b>Good</b> |
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|                           |             |
|---------------------------|-------------|
| Leadership and management | <b>Good</b> |
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|----------------------------------------------|------|
| Overall effectiveness at previous inspection | Good |
|----------------------------------------------|------|

## What is it like to attend this early years setting?

### The provision is good

Children enjoy days of fun and excitement in the care of the childminder and her assistant. They dress up as 'police officer princesses', race around on scooters outside, and build complex train tracks.

The childminder and her assistant are attentive to children's needs. Children demonstrate that they feel safe as they often go to them for a cuddle, or to talk about their feelings.

There is a strong focus on helping to develop children's speech. Be that through a rich and varied vocabulary, which is well modelled by the childminder and her assistant, or the gentle corrections to children's mispronunciations. The childminder makes sure that the day is filled with lots of song and story time, which further supports children's speech and language development. The childminder and her assistant have high expectations of the children. For example, they give children lots of time to verbalise their thoughts when discussing various aspects of their play.

Children make links in their experiences and happily act out real-life situations with their friends. They have a great sense of humour and giggle and laugh as they prepare dolls to have their lunch, 'cooking' them toy trains for their meal. They independently make attempts to write shopping lists before they pretend to go to the shops. Older children help those younger than themselves to understand the concept of money. Younger children can accurately identify the value of some coins and notes. They say, 'Here is your change' as they draw their play to an end.

Children are consistently well behaved. They say that they like coming to the childminder's as they 'make lots of friends and there's so much to do'.

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

- All children progress well in their learning in the care of the childminder and her assistant. The childminder has a sound understanding of the sequence in which children need to develop skills in order to move on in their learning. For example, children develop the small muscles in their hands by playing with small construction blocks and painting with slender brushes. This then helps them with their pencil grip when attempting early mark making and letter formation.
- Children are encouraged to problem solve and are given the opportunity to experiment to find solutions. For example, during a painting activity, a child happily says, 'I made brown,' after trialling the mixing of different colours.
- Children have lots of opportunities to demonstrate their independence. They do so with confidence throughout the day as they select the toys they want to play

with. However, there are a few occasions when the childminder and her assistant do things for children that they are capable of doing for themselves. For example, they help children to put their coats on, set the table for them and pour their drinks.

- The childminder and her assistant are polite and well mannered to the children in their care. This is replicated by the children, and they are consistently respectful to their friends. There are rarely moments of disagreement. Where these occur, the childminder and her assistant take the time to talk to the children. They help them to understand how their behaviour makes others feel, and guide children to find solutions to conflict.
- Children concentrate for extended periods of time in their play. This is respected by the childminder and her assistant, who give them time to complete their activity. At times when children struggle with a task, such as balancing on a two-wheeled scooter, they listen closely to the instruction from the childminder. This helps to improve their skills and encourages them to eventually succeed.
- Children have lots of opportunities to be active, such as through outdoor play at the childminder's home or trips to the park. The daily chances to run around and get out of breath support their physical development.
- The childminder and her assistant ensure that children understand the importance of healthy lifestyles. They provide healthy home-cooked meals. They also involve the children in preparing their own evening meals on a regular basis.
- The childminder and her assistant maintain their knowledge of early years practice through regular training and wider reading. The childminder has identified aspects of additional development that they have yet to pursue to gain new ideas on how to better support children's different learning styles.
- The childminder regularly seeks the views of parents, her assistant and the children about changes to be made at the setting. She uses this information to tailor learning opportunities more closely to children's interests.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant ensure that children are safe in the setting as the premises are secure and free from risk. Children are reminded of their actions and the impact they can have on others. The childminder and her assistant know about potential indicators of abuse and are alert to changes in the children in their care. They know how and where to report any concerns about children. Records of injuries sustained in the setting or when children are away from the setting are accurately recorded. The assistant is clear about her responsibilities to report concerns to the relevant authorities should the childminder fail to act appropriately.

## What does the setting need to do to improve?

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

- extend opportunities for children to develop their independence and self-help skills
- focus more precisely on developing the skills and knowledge identified through self-evaluation to further enhance the support for individual children's learning.

## Setting details

|                                    |                                                                                   |
|------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>     | 318299                                                                            |
| <b>Local authority</b>             | Trafford                                                                          |
| <b>Inspection number</b>           | 10066423                                                                          |
| <b>Type of provision</b>           | Childminder                                                                       |
| <b>Registers</b>                   | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Day care type</b>               | Childminder                                                                       |
| <b>Age range of children</b>       | 1 to 6                                                                            |
| <b>Total number of places</b>      | 11                                                                                |
| <b>Number of children on roll</b>  | 8                                                                                 |
| <b>Date of previous inspection</b> | 22 September 2015                                                                 |

## Information about this early years setting

The childminder registered in 1993 and lives in Sale, Manchester. She operates all year round from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. She works with an assistant.

## Information about this inspection

### Inspector

Richard Sutcliffe

### Inspection activities

- The inspector observed learning activities, indoors and outside, and spoke with the childminder about the purpose of these activities.
- The inspector took account of written feedback from parents about the standard of care provided by the childminder and her assistant.
- Documentation relating to suitability and safeguarding was reviewed by the inspector.
- The experiences of children were observed by the inspector and evidence of the progress they have made while in the care of the childminder was scrutinised.
- The inspector held discussions with the childminder and her assistant to ascertain their knowledge and understanding of safeguarding.

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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