

Childminder report

Inspection date: 4 March 2020

Overall effectiveness	Good
------------------------------	-------------

The quality of education	Good
--------------------------	-------------

Behaviour and attitudes	Good
-------------------------	-------------

Personal development	Good
----------------------	-------------

Leadership and management	Good
---------------------------	-------------

Overall effectiveness at previous inspection	Good
--	------

What is it like to attend this early years setting?

The provision is good

This is a stimulating, friendly and homely setting. The childminder's vision is to provide a home-from-home environment where children are safe, happy and settled. She is truly succeeding at achieving this aim. Children are happy and relaxed. They are treated as part of the childminder's family and are emotionally reassured by the great relationships they share with her. Children respond well to reassuring cuddles and praise. They behave well, follow requests and are respectful and helpful.

Children enjoy a mix of adult-led activities and spontaneous self-chosen play. Furthermore, activities take place both in the childminder's home and in the local community. Children have a broad and exciting range of learning opportunities available to them. Children confidently choose toys which interest them and are at ease playing independently and alongside others. Children are eager to play and show a positive attitude to their learning. For example, they concentrate and focus as they enjoy a make-believe game with toy dinosaurs. Children have a great imagination and use this to develop and explore their ideas. To illustrate, they tell the childminder and the inspector to whisper, as they 'shush' the adults and explain that their toy dinosaurs are sleeping. Children assert themselves, show they have immense confidence and are highly self-assured.

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

- Children's health and well-being are very well promoted. The childminder remains close by children at all times. She regularly checks sleeping children to ensure their ongoing welfare when they rest. The childminder reminds young children to chew their food thoroughly and supervises mealtimes to protect children from the risk of choking. The childminder has a vigilant attitude to supervision and in turn, children are safe in her care.
- The childminder works closely with parents and positive relationships with them are established. She fosters a joined-up approach to children's learning. For instance, children frequently take toys home from the setting and continue their play and learning elsewhere.
- The childminder regularly reflects and evaluates the quality of her practice. She comments that there is always room for improvement, and shows a very positive attitude to developing her good practice even further. She completes regular training and refreshes her knowledge through wider reading.
- All children, including the very youngest children, become confident communicators. The childminder uses age-appropriate teaching techniques, including singing, rhythm and repetition, to extend children's already good language and vocabulary. Props are used by children to enact familiar stories and they become deeply engaged in enjoyable literacy activities. Singing and

books are used effectively to extend children's good language and literacy skills.

- The childminder is a responsive and flexible teacher. When children find activities too difficult, she adapts her plans to ensure they do not lose interest. She is a skilful teacher and offers children the correct level of challenge to stretch their skills and retain their engagement. The quality of teaching is consistently good.
- The childminder uses resources creatively and imaginatively to enthuse children in their learning. For example, children develop their physical coordination as they use dough and rosemary leaves to make pretend trees. Children laugh as they artistically create their trees and push stems into the soft dough. Children have fun and enjoy their learning.
- The childminder observes children and tracks their progress. Assessment systems are simple, well embedded and help the childminder to support children's ongoing learning. However, opportunities for children to learn about diversity are not extensive in the childminder's home.
- Children are interested in mathematics, such as counting and shapes. However, the childminder does not always extend children's counting skills beyond what they already know.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has recently completed safeguarding refresher training. She is confident in her safeguarding responsibilities. She knows what signs may indicate a child is at risk of harm. Her knowledge extends to include wider safeguarding signs and symptoms, such as identifying children at risk from extremism. The childminder completes daily checks of her home and risk assessments are rigorous. Safety and welfare are given the utmost priority by this experienced and attentive childminder.

What does the setting need to do to improve?

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

- provide more opportunities for children to learn about differences and similarities between themselves and others
- build on children's already good counting skills as opportunities arise during play and help them to make further progress in this aspect of mathematics.

Setting details

Unique reference number	318351
Local authority	Trafford
Inspection number	10059639
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	8
Date of previous inspection	25 June 2015

Information about this early years setting

The childminder registered in 1996 and lives in Stretford. She operates all year round from 7.30am to 5.30pm, Tuesday to Friday, except for bank holidays and family holidays. The childminder holds an early years qualification at level 3.

Information about this inspection

Inspector

Michelle Jacques

Inspection activities

- The childminder and the inspector discussed the childminder's practice and how she designs the curriculum to meet children's development needs.
- The inspector had a tour of the childminder's home and observed the organisation of the environment and safety measures in place.
- Children spoke to the inspector. The inspector considered their views and comments.
- The inspector read and took account of written comments from parents.
- The inspector sampled a range of documentation, including evidence of suitability checks for all adults living at the registered property.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2020