

Childminder report

Inspection date:

22 September 2023

Overall effectiveness	Good
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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

The childminder creates a warm and welcoming environment in her home. She is cheerful and caring with the children, genuinely showing that she enjoys the time she spends with them and supporting their development. As a result, children are happy, sociable and enjoy their time at the setting. Children form close relationships with the childminder. They confidently seek her out for cuddles and comfort. The childminder knows children very well and tunes into them as individuals. Children receive lots of praise for their efforts, which helps to build their self-esteem.

The childminder places a strong emphasis on conversation and communication. She talks about what is happening in the routine of the day and what is happening next. This gives the children prior warning when there is going to be a change in activity. For example, she tells them that it is nearly time to tidy up when snack time is approaching. This offers consistency for children. Children are confident communicators and talk freely about their interests. For example, they talk with enthusiasm about their experience of exploring and finding snails and bugs in the garden. The childminder places a high value on singing songs and reading stories as part of her curriculum for communication and language. Children enthusiastically sing songs as they play. They sing 'See-saw Marjorie Daw' as they move the balancing scales up and down and relate this to their trip to the playground to play on the see-saw. Children make connections between their experiences.

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

- The childminder plans a curriculum that has a really positive impact on children's personal, social and emotional development. She ensures that children understand how to behave well in her setting, and she is an excellent role model. She engages in play with the children and teaches them how to take turns and work together as a team. For example, at tidy-up time, the children happily help the childminder to put the books and the play dough resources away. Children understand rules and boundaries.
- The childminder regularly assesses children's progress, building upon what they already know and can do. She is clear about what is the next step in each child's development and plans to support them to learn new skills.
- Children independently explore a wide variety of books. These include stories and factual books. They delight in looking at books on their own and sharing stories with the childminder. The childminder reads stories and encourages children to join in, developing a love of reading.
- Speech and language is modelled well by the childminder. Children listen intently to the childminder as she narrates what they are doing as they play. She invites children to share their ideas and follows their lead. As a result, children show

good progress in their communication and language skills.

- The childminder takes children on trips outside of the setting. They regularly go on tram rides and visit the local shop. She also plans outings based on children's interests. For example, children enjoy going to a local construction site to see machinery in action, to build on a child's interest in diggers. This helps children to develop an understanding of their local community and the wider world around them.
- The childminder is reflective of her practice and has attended professional development opportunities to improve her knowledge of mandatory training, such as first aid and safeguarding. However, she has not accessed opportunities to further build her knowledge and skills to enable her to provide a more in-depth curriculum for the children in her care.
- The childminder has good partnerships with parents. Parents make positive comments about the childminder. They say that they feel well supported by her and see her as much more than a childminder. A parent commented that they are grateful for the positive impact she has on their child. The childminder gathers information from parents when children first start attending. This helps her to identify their abilities and plan for their learning right from the start.
- The childminder establishes good hygiene routines in her setting and encourages independence so that children can manage their own personal care. For instance, children routinely wash their hands before eating, and they know how to use soap and rub their hands together to get them clean.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of her responsibility to keep children safe from harm. She has a sound knowledge of the potential signs and symptoms that might indicate that a child is at risk of abuse. She is knowledgeable about the procedures of the local safeguarding partnership for reporting concerns about children's welfare. The childminder completes safeguarding training to keep her knowledge up to date. The childminder is trained in paediatric first aid and keeps this up to date. She is knowledgeable about up-to-date safe sleeping advice. The setting is safe and secure. The childminder uses risk assessments effectively to help keep children safe from harm. For example, she has clear rules for use of the stairs to keep children safe.

What does the setting need to do to improve?

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

- access professional development opportunities to further build knowledge and skills to provide a curriculum of more depth.

Setting details

Unique reference number	318483
Local authority	Trafford
Inspection number	10301414
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	2 to 7
Total number of places	6
Number of children on roll	3
Date of previous inspection	3 January 2018

Information about this early years setting

The childminder registered in 1999. She is based in Manchester. She operates from 7.30am to 5.30pm, all year round, except for family holidays and bank holidays.

Information about this inspection

Inspector
Vicki Brown

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 childminder showed the inspector the premises and discussed how they ensure it is safe and suitable.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- Children spoke to the inspector during the inspection.
- The inspector observed the interactions between the childminder and children.
- Parents shared their views of the setting with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.

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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