

Childminder report

Inspection date: 15 November 2022

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children are happy and safe with the childminder, enjoying cuddles for comfort and tickles for fun. She provides a welcoming and warm home environment where children quickly build a positive attachment to her. Children eagerly explore toys that are accessible to them and encourage development of their skills. For example, the childminder has placed shape sorters and jigsaws that younger children enjoy on a low-level table. This encourages them to pull themselves up to standing, supporting the development of large-muscle skills needed for walking.

By using words of encouragement and positive praise, the childminder's warm and kind approach helps children to behave well. For example, young children hold out puzzle pieces to the childminder, wanting to share. Children benefit from quality interactions with the childminder. They cuddle up together to share 'touch-and-feel' books and name animals on each page. This is supporting young children to develop their communication skills.

Children's independence is encouraged. They have space to play and explore. The childminder encourages them to make choices about what they want to play with. Children are motivated to learn. They are provided with a range of outings to widen their experiences. For example, the childminder attends local groups and meets up with other childminders, to support children's personal, social and emotional development.

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

- Children make good progress in their communication and language. Young children are beginning to imitate actions and sounds in nursery rhymes. The childminder provides new vocabulary, such as 'chimpanzee', when looking at books and using puzzles. She speaks clearly and repeats words often. This helps children to learn new vocabulary quickly.
- The childminder lets children take the lead in their play. This supports their confidence, as they can make choices about what they want to do. For example, the childminder sensitively encourages children who like to throw items, to use the balls and take it in turns with her to throw and roll back and forth. She praises them for their cooperation and children respond warmly to her encouragement.
- Overall, the childminder supports children's understanding of differences between themselves and others, and helps children to learn about the world around them. For example, she is aware of the other languages they speak at home. However, she has not expanded this rich resource to extend all children's experience and understanding of different families, cultures and communities.
- The childminder networks with other childminders and the local authority to help

keep her own knowledge up to date and reflect on her practice. She also uses regular questionnaires with parents to help evaluate her provision, acknowledging what has worked well and what she could change to improve further.

- Despite the childminder's commitment to making improvements, she has not yet used her reflections of areas to improve to inform her professional development. For example, the childminder acknowledges gaps in her understanding of the referral process following concerns around children's development. However, she has not yet sought professional development to enhance her skills in this area.
- The children enjoying listening to and singing number rhymes. The childminder also supports mathematical development as she counts out loud to children as they play with bricks. This helps children to understand the value of numbers as they count with her using finger play.
- Written parental feedback is complimentary about the childminder. Parents describe her as a valued member of their family and the setting as a 'home from home' for their children. The childminder shares daily updates verbally and electronically, which parents report as useful and supportive. Parents also value the nutritious and healthy meals the childminder provides.
- The childminder takes children out into the community to broaden their experiences. For example, she takes children to local forests and to feed the ducks at the park. Children take regular walks in the countryside and access large outdoor play in the childminder's garden. This helps to support children's health and well-being and understanding of the natural world.

Safeguarding

The arrangements for safeguarding are effective.

The childminder demonstrates a sound understanding of how to keep the children safe in her care. Her home is well maintained and clean. The childminder ensures she keeps her knowledge current by receiving regular updates from the local authority and attending training. The childminder is aware of the signs that a child may be at risk of neglect or abuse. She knows the procedures to follow to raise concerns about a child. The childminder carries out regular risk assessments of her home, surrounding areas and when on outings. This helps to minimise risks for children while in the childminder's care.

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 learn about their own and other cultures and communities, to widen their experiences
- focus professional development more precisely on identified gaps in practice that builds upon knowledge, skills and expertise.

Setting details

Unique reference number	318548
Local authority	Trafford
Inspection number	10234532
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 7
Total number of places	3
Number of children on roll	3
Date of previous inspection	26 January 2017

Information about this early years setting

The childminder was registered in 2000 and lives in Timperley, Altrincham. She operates term time only, from 7am to 6pm, Monday to Wednesday, except bank holidays and family holidays.

Information about this inspection

Inspector

Jenny Smillie

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.
- Parents shared written feedback regarding the childminder with the inspector.
- The inspector observed the interactions of the childminder with the children.
- The inspector discussed the childminder's curriculum vision and intended learning opportunities for children.
- The inspector held discussions with the childminder to assess her knowledge of the safeguarding and welfare requirements of the early years foundation stage.
- The childminder provided the inspector with a sample of key documents on request, including a current paediatric first-aid certificate.
- The childminder and the inspector evaluated an activity and discussed the impact on children's learning.

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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