

Childminder report

Inspection date: 18 August 2022

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

What is it like to attend this early years setting?

The provision is outstanding

The childminder has an excellent understanding of child development and consistently researches new and innovative approaches to children's learning. This means her ideas are continually evolving to provide children with the highest-quality care and education to benefit their overall development. Children feel safe and secure. They are empowered to clearly express their emotions. They know that their thoughts and feelings are important and valued by the childminder. As a result, children develop a strong sense of belonging. Children enjoy daily routines that reflect home, such as eating healthy meals together at the dining table. They thoroughly enjoy this social experience and hold lengthy, in-depth conversations with the childminder and their friends.

Children independently explore their surroundings and have positive attitudes towards learning and play. They choose from a vast array of resources available. These have been carefully chosen to suit all their needs, interests and abilities. The childminder provides children with tools to suit their stages in writing. For example, older children can use slim pens and pencils, whereas younger children use chunky crayons to match their ability to grip. In addition, children's reading is supported in an environment rich with text. They confidently identify their names and look at books. Children take their favourite books home to share with parents.

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

- The childminder is meticulous in how she plans to support the individual next steps in children's learning. She strives to develop a thorough understanding of the needs of each child as well as their experiences away from the setting. She does this through exceptionally close consultation with parents. As a result, learning is highly relevant to children and they are extremely motivated to try their best.
- Parent partnerships are exemplary. The childminder is excellent at communicating with parents and sharing information daily to provide a collaborative approach to children's education. This allows the parents to know what the children are currently working on and to support their learning at home. As a result, children are thriving.
- There is a strong focus on promoting children's communication and language. The childminder carefully plans activities which support children's natural interests and engage them in learning. For example, children have a deep fascination with dinosaurs. Children use small hammers and warm water to try to open the dinosaurs out of ice eggs. Children gleefully exclaim, 'it's freezing' and 'it's really trapped inside'. The childminder extends children's language and further enjoyment using paint pictures of dinosaur feet and children's feet, and by using words such as 'stomp' and 'ginormous'. As a result, very young children

are confident and articulate in their conversations with her.

- The childminder is extremely organised in how she manages her setting and is professional in her approach. She ensures that her mandatory training remains up to date. The childminder uses self-evaluation successfully to identify areas for improvement and further raise the quality of her provision. She has completed several online training courses and plans to focus future training to support the children in her care.
- The childminder has a good understanding of where gaps in children's learning have emerged, especially around their social interaction, and provides extra one-to-one support. This enables them to develop friendships, which strongly supports their learning and overall well-being.
- Children demonstrate respect for their environment. The childminder is an excellent role model and regularly praises children for their efforts. Children behave well and help at tidy-up time. They have excellent listening and attention skills. For example, they follow instructions and take on board suggestions from the childminder to help them to succeed in what they set out to do.
- Children learn the importance of being healthy and enjoy enticing physical exercise, such as yoga. The childminder sensitively responds to children's needs and adapts her practice to ensure that children feel comfortable in her care. The childminder works closely with other childminders, local nurseries and schools to ensure that children seamlessly transition on to next stages of learning.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure knowledge of her role and responsibilities to safeguard children. She has an in-depth knowledge of the signs and symptoms that indicate a child may be at risk. The childminder knows the correct procedures to follow and who to contact if she has concerns about a child's welfare. The childminder ensures her setting is safe and secure for children to access. She regularly completes robust risk assessments of her home and the equipment provided. She adapts her resources and spaces to suit the ages and stages of children currently attending. The childminder holds a relevant paediatric first-aid qualification. She understands what to do if children have an accident in her care and how to administer medication.

Setting details

Unique reference number	318557
Local authority	Trafford
Inspection number	10128997
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 3
Total number of places	6
Number of children on roll	3
Date of previous inspection	23 February 2016

Information about this early years setting

The childminder registered in 2000 and lives in Manchester. She operates all year round, from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder has a level 3 qualification.

Information about this inspection

Inspector

Suzy Marsh

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 her evaluation of the setting.
- The inspector and the childminder completed a learning walk to understand how the early years provision and the curriculum are organised.
- A joint evaluation of an activity was carried out by the inspector and the childminder.
- The inspector observed the quality of education during activities, indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector held discussions with the childminder and spoke to children at appropriate times during the inspection.
- The inspector looked at a sample of the childminder's documents. This includes evidence about the childminder's suitability and training.
- Written feedback from parents was given to the inspector, who took account of their views.

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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