

Childminder report

Inspection date: 13 February 2020

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 settle well, explore their surroundings freely and demonstrate they feel safe and secure with the childminder. Children show a positive approach to learning and are keen to take part in activities. Toddlers enjoy exploring paint. They confidently persist in tasks as they use small tools to carefully dab, roll and make recognisable heart shapes. Their small physical skills are developing well. The childminder has high expectations of children's behaviour. She acts as a positive role model and this helps children to know what is expected of them. The childminder encourages children to learn good manners and helps them to develop an understanding of right and wrong.

Children know the words and actions to familiar rhymes and songs. They eagerly choose books to share with the childminder or to read themselves. This helps to promote children's early language and literacy. The childminder provides children with many sensory activities to help develop their curiosity and exploration. Activities such as hand-painting, home-made shaker bottles and treasure baskets support children's early writing skills as they learn to grip and manipulate the resources with their hands as they play. The childminder promptly identifies any gaps in children's learning and works with other professionals when needed. All children are supported well to make good progress.

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

- The childminder is experienced and has a good understanding of how children develop and learn. She provides a wide range of toys and resources that help to motivate children's curiosity. Children are confident and capable learners, who display good concentration and an enjoyment of exploring and learning. Observations and assessments are used well by the childminder to build on what children know and can already do.
- Children enjoy the freedom to make choices in their activities. They acquire a level of independence, which the childminder follows with skill. However, during some activities, particularly during tidy-up time, the childminder does not fully encourage children to do things for themselves. This restricts some independence and development of children's practical life skills.
- Children's physical development is promoted well. They have access to the garden, where they enjoy playing with a variety of resources, such as slides and bicycles. The childminder supports children's personal, social and emotional development well. She places a strong focus on providing good levels of care, and this helps to build children's positive self-esteem. Children are polite and show affection to the childminder and the other children. They are learning to share and take turns in their play.
- Children have plenty of opportunities to learn about their wider community. They

regularly visit parks, shops, playgroups and other places of local interest. Children develop good social skills and enjoy playing alongside others. They are kind and helpful towards each other. Behaviour is good.

- The childminder provides good support for children's language and literacy development. She engages children in discussions as they play, introducing them to new vocabulary. The childminder uses her knowledge of children's interests skilfully to help them to build on what they already know. For example, as children play in the brown paint, exclaiming that they have bear paw hands, they retell the story 'We're Going on a Bear Hunt'.
- Young children are becoming skilled in their knowledge of mathematical concepts. They confidently tell adults who ask their age that, 'I'm two'. Children's knowledge of problem-solving is promoted as they access inset puzzles. They concentrate intently as they figure out the correct slot for the puzzle pieces.
- The childminder's partnership with parents is good. She shares a wealth of information about what their children have been doing during the day. The childminder works collaboratively with the nursery school to ensure any relevant information is shared. This helps to provide children with consistency in their care and learning. Parents are actively involved in their children's learning. Feedback from parents is positive. However, the childminder does not consistently gain detailed information about children's learning at home, in order to help her to plan precisely for each individual child.

Safeguarding

The arrangements for safeguarding are effective.

The childminder knows what to do if she is concerned about a child or if an allegation is made about herself or a family member. She is aware of wider safeguarding issues that may have an impact on children's welfare, such as radicalisation and extremism. She is confident about her procedures and knows what to do if she has any concerns. The childminder carries out checks to her home to help ensure that all areas used by children are suitable. These help to ensure children remain safe in the childminder's home and when on any outings.

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 do things for themselves and develop their independence even further
- develop ways of encouraging parents to contribute ongoing information about their child's learning at home, to support more precise planning for each child.

Setting details

Unique reference number	500273
Local authority	Trafford
Inspection number	10106256
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 3
Total number of places	6
Number of children on roll	3
Date of previous inspection	12 February 2015

Information about this early years setting

The childminder registered in 1992 and lives in Urmston, Manchester. The childminder operates all year round from 7.30am to 5.30pm, Monday to Thursday, except for bank holidays and family holidays.

Information about this inspection

Inspector
Suzy Marsh

Inspection activities

- The inspector had a tour of the childminder's home. She discussed with the childminder how she organises her setting and how she plans the curriculum for children.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- A joint evaluation of an activity was carried out by the inspector and the childminder.
- Several discussions were held between the inspector and the childminder at appropriate times during the inspection.
- The inspector viewed relevant documentation, including evidence of the suitability of all adults living on the premises.
- The inspector took account of the views of children spoken to on the day. Parents' views were taken account of from written feedback provided.

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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