

Childminder report

Inspection date: 28 November 2019

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

What is it like to attend this early years setting?

The provision is good

The experienced childminder demonstrates dedication to her role. Parents describe her as a highly organised and friendly professional who gives children a home away from home. They comment that children approach the childminder's house with smiles on their faces and are eager to arrive. Parents say that the childminder gathers detailed information about children's care routines and development before they attend her provision. This helps children to feel safe and they settle in very quickly.

The childminder is a kind and confident role model who sets high expectations for children's conduct. Her patient teaching helps children to develop self-control. The childminder sensitively encourages children to talk about and manage their emotions. They learn to respect other people's views from an early age.

The childminder models her own quest for knowledge highly effectively. This is demonstrated well by her interest in finding out more about other places and cultures. For example, the childminder instigated written communication between herself and children's family members in another country. This helped children to understand and celebrate what is unique about themselves and others. They learned that people who speak different languages can communicate with each other if they want to.

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

- The childminder seeks out information and training from a range of sources. The knowledge that she gains helps her to evaluate and develop her provision. For example, the childminder wanted to further enhance children's play and learning in her garden. She installed her own inventive design for a water-play system. Children become deeply involved in experimenting with cause and effect when they stop then release the water's downhill flow.
- The garden also offers excellent opportunities for children to challenge themselves and take risks. For example, the childminder has suspended a rope ladder and a trapeze bar from a tree. Children enthusiastically test out different ways to use the equipment. This helps them to develop confidence and strength. Children gradually increase the distance from the ground that they can safely climb to.
- The childminder understands how children learn. This helps her to modify her teaching effectively. She demonstrates this when she asks children to search out pictures of 'very hungry' caterpillars from around the garden. Children are not interested in the task until the childminder shows them that the pictures float on water. Children then race off to find more caterpillars. The childminder's skilful intervention encourages children to persevere until the task is completed. In

addition, the activity helps to promote children's visual discrimination and they gain knowledge of the properties of water.

- The childminder helps children to continuously extend their vocabulary. This is demonstrated when she narrates children's small-world play scenarios. For instance, children position a daddy figure to push a child along in a wheelchair. The childminder's commentary means that children hear words for actions, such as 'pushes', in a meaningful context. The childminder's conversation is lively and she asks children many questions. However, there are occasions when she does not give children enough time to think about and respond to her questions and ideas.
- The childminder understands how a balanced diet contributes to children's health and well-being. She expertly teaches children the knowledge they need to make healthy choices. Parents say that the childminder is helpful and reassuring when children's appetites fluctuate or they enter a period of 'fussy eating'. This helps everyone to work together effectively to promote children's welfare and development.
- The childminder works closely with other settings, such as schools, to prepare children for the next phase of their education. She makes sure that teachers have information about children's progress and personalities. This helps to promote continuity in children's care and learning effectively. The childminder talks with children about what will happen at school. She teaches children to be independent in matters such as dressing and handwashing. Children know the behaviour that is expected of them at different times of the day. For example, they begin to sit still and take turns to speak at story time.

Safeguarding

The arrangements for safeguarding are effective.

The childminder attends training that refreshes and extends her knowledge of child protection. For example, she finds out about changes to local procedures for reporting suspected abuse of children. The childminder is vigilant with regard to protecting the information that she holds about families and children. She makes sure that parents know where the information is stored. She tells them the reasons why she may share it with other professionals. The childminder demonstrates a well-developed understanding of the risks to children when they use the internet and social media. She teaches children not to share personal information online.

What does the setting need to do to improve?

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

- strengthen questioning techniques so that children have more time to think and respond.

Setting details

Unique reference number	501789
Local authority	Trafford
Inspection number	10109658
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	2 to 10
Total number of places	6
Number of children on roll	15
Date of previous inspection	25 June 2015

Information about this early years setting

The childminder registered in 2001 and lives in Stretford. Her provision operates all year round from 7.15am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Susan King

Inspection activities

- The inspector and the childminder discussed the events planned for the morning. This helped the inspector to plan the inspection activities.
- The inspector interacted with children as appropriate. For example, children showed the inspector that they had learned to stop and unstop the flow of water in the outdoor water tray.
- Parents provided written feedback about the childminder's provision. The inspector took account of parents' views.
- The childminder and the inspector discussed the impact of teaching on children's progress and development.
- Documentation relevant to the discussions was referred to. For example, the inspector checked the childminder's records of the medication that she administers to children.

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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