

Childminder report

Inspection date: 31 October 2023

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 at this welcoming setting. The childminder provides children with a home-from-home environment. She is caring towards them and welcomes them with hugs. Children have a strong sense of belonging and show positive attitudes towards their learning. The childminder is a good role model and provides children with clear expectations for their behaviour. Children know what the childminder expects of them. They follow rules and behave well.

The childminder supports children's emotional well-being incredibly well. She has a secure settling-in process and helps children to regulate their own feelings. Children talk about what makes them happy and excited. The childminder talks to children about being a good friend. Children develop secure bonds with each other and often embrace their friends with cuddles. The childminder helps children to become independent. For instance, she encourages children to dress themselves, tidy toys away and to take care of their belongings. Children relish these responsibilities. They develop the necessary skills in readiness for their move on to school.

The childminder plans her curriculum to reflect the interests of children. For example, she builds on children's curiosity about wildlife and provides them with activities to learn about different animals and their habitats. Children relish these moments and delight in making bird feeders. They talk about birds that they see in the garden and the different noises that birds make. Children develop a good understanding of the natural world.

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

- The childminder is reflective on her setting and her practice. She has effective systems for self-evaluation. Improvement plans include the views of parents and children. The childminder exhibits strong leadership skills and aspires for her setting to be outstanding.
- The childminder provides children with an ambitious curriculum, which is built on what children already know and can do. She uses information from parents and assessments to plan interesting activities. For example, she organises visits to the local play centre to ignite children's fascinations further. Children show high levels of enjoyment in their learning and make good progress.
- The childminder teaches children about the world around them. Children delight in the many outings the childminder provides for them. They develop an early awareness of their local community. However, the childminder has not thought of other ways to teach children about similarities and differences beyond their own experiences. This means that some children are not developing a broad enough understanding of what it is like to live in modern Britain.

- Partnership working is a strength of this setting. The childminder prides herself on her working relationships with parents and with external professionals. Parents commend the childminder for going above and beyond. Links with the local authority are robust. The childminder attends local network meetings and shares best practice with other childminders.
- Overall, the childminder supports children's communication and language skills effectively. She listens to children with interest and responds to their questions. However, on occasion, she does not model the correct vocabulary and letter sounds to children. This means that some children's communication and language skills are not supported as well as they could be.
- Care practices are good. The childminder follows stringent hygiene routines and teaches children about oral health. She provides children with healthy foods and teaches them about keeping hydrated. Children gain a good understanding of why it is important to be physically active. They show high levels of physical endurance as they use scooters and climbing apparatus outdoors.
- The childminder successfully promotes children's love of reading. She takes children to the local library and allows them to choose books. Children relish selecting from a wide range of stories and cuddle into the childminder while she reads to them. The childminder is animated and uses puppets to maintain children's interest. Children learn that print carries meaning and are beginning to recognise familiar words.

Safeguarding

The arrangements for safeguarding are effective.

The childminder ensures that her premises are safe and suitable for childcare. Robust procedures are in place for checking the identification of visitors. The childminder attends child protection training and knows local safeguarding procedures. She understands the steps to take if there is an allegation against herself or a family member. The childminder teaches children about the importance of keeping themselves safe. For example, she talks to children about online and road safety. The childminder is first-aid trained and knows how to deal with accidents. She supervises children with vigilance and ensures that ratios are met.

What does the setting need to do to improve?

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

- strengthen children's understanding of similarities and differences, particularly with reference to people and communities beyond their own experiences
- consistently model the correct letter sounds and vocabulary, to fully support children's communication and language development.

Setting details

Unique reference number	EY103342
Local authority	Trafford
Inspection number	10304889
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 8
Total number of places	6
Number of children on roll	4
Date of previous inspection	5 February 2018

Information about this early years setting

The childminder registered in 2003 and lives in Flixton, Trafford. She operates all year round from 7.30am to 5.30pm, Monday to Friday, except bank holidays and family holidays. The childminder holds an early years qualification at level 3.

Information about this inspection

Inspector

Luke Heaney

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 his evaluation of her provision.
- Relevant documentation was checked and discussed, such as training certificates. The inspector reviewed the childminder's self-evaluation and checked evidence of her suitability.
- The inspector viewed the premises and discussed the intent of the curriculum during a learning walk with the childminder.
- The inspector took account of the views of parents and carers.
- The inspector observed interactions between the childminder and the children. He spoke with children throughout the inspection.

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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Textphone: 0161 618 8524
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