

Childminder report

Inspection date:

26 February 2020

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

This professional childminder creates an inspiring setting where all children thrive. From the outset, she expertly builds children's confidence and skills in all areas of learning. This enables them to fully benefit from rich and meaningful learning experiences. For example, the childminder presents various curiosities, such as daffodils, herbs, egg timers, padlocks and keys. Children are fascinated as they explore freely and shape their own activities. They think creatively to adapt resources to fit their own wonderfully imaginative play. The childminder has high expectations. She skilfully introduces new concepts to extend children's knowledge and challenge their ideas. This further motivates children and helps them to progress rapidly towards their learning goals.

The childminder prioritises children's emotional health. For instance, she supports children to think about their own and other people's feelings. She encourages them to show kindness towards people they meet in the community. Children always say 'thank you' to the crossing patrol person and 'share a smile' with elderly residents. The childminder's motivational messages help children to feel good about themselves and manage their own behaviour exceptionally well. Parents comment that they feel welcome. For example, they experience the setting for themselves as the childminder updates them about their child's learning during stay-and-play sessions. This shows parents that their children are safe and happy at the setting.

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

- The childminder constantly reflects on her practice. For example, she plans the changing environment meticulously to help her to deliver high-quality education. Her interesting garden design entuses children to actively explore and move in different ways. They balance on wobbly tracks, crawl through tunnels, hide behind hedges and climb hills. This unique natural playground challenges children to take risks and develops their physical abilities superbly.
- The childminder demonstrates exceptional teaching. For example, she captivates children with her fantastic storytelling. Her facial expressions, actions and vocal dynamics bring the book alive. Children are in awe. They listen attentively. The childminder uses effective questioning, such as 'who's chasing the rabbit?', to cleverly test children's level of understanding. Children respond enthusiastically and share additional knowledge. The childminder models language brilliantly. She emphasises initial sounds and skilfully introduces phonics. Children practise saying new words and join in with phrases, such as 'you can't catch me!' This increases children's love of books and promotes their communication and language skills exceptionally well.
- Children are eager to learn. For instance, they are excited to compare the textures, smells, tastes and colours of citrus fruits. Some choose to test out

different fruit juicers to squeeze limes. This helps to strengthen children's fingers to ultimately help them with pencil control. They tip the juice into jugs and notice the levels rise. The childminder helps them to measure the juice. This extends children's recognition of numerals and introduces capacity. Other children decide to squash sliced lemons and make imprints in flour. The childminder narrates their actions and explains the shapes and patterns they make. This helps children to identify their marks and encourages early literacy skills.

- The ambitious curriculum incorporates different aspects of modern life. For example, children enjoy diverse menus throughout the year and help to cook authentic meals, such as paella. The childminder encourages children to find about people and countries as they explore cultural events, such as Eid. The childminder nurtures children's feelings of gratitude, love and friendship through events, such as Grandparent's Day. Children talk about roles in society and the childminder sensitively challenges stereotypes. This enhances children's understanding of the world and their unique place within it.
- Children display high levels of independence and self-awareness. For example, they help with jobs, such as tidying up. The childminder teaches them to take responsibility for their own personal needs; children blow their noses, pour drinks and peel satsumas. They confidently share newfound interests, such as ballet. Children challenge each other to walk on their heels, which results in them all falling about laughing. They have fun dressing up, singing and playing instruments to accompany the dancing. This encourages children to express themselves and develop their characters.
- The childminder shares insights from her professional development, such as speech and language training. This enables her to intelligently support parents with their child's learning. The childminder identifies needs promptly from precise observations and assessments. She provides specific advice on how to promote their child's development. This ensures that children's needs are consistently met, including those children with special educational needs and/or disabilities. All children are well prepared for their eventual move on to school.

Safeguarding

The arrangements for safeguarding are effective.

Children's well-being is central to the childminder's practice. She is clear about her responsibilities and has secure systems in place to manage any concerns and minimise risks to children. For example, designated safeguarding lead training prompted the childminder to record children's behaviours. This helps her to identify and trace potential child protection issues. The childminder frequently educates children about risks as part of her comprehensive curriculum. For instance, she teaches children about internet safety and how to keep themselves safe when on outings at parks and in cities. This increases children's awareness and informs them of who to tell should they have any worries.

Setting details

Unique reference number	EY103343
Local authority	Trafford
Inspection number	10129014
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	12
Date of previous inspection	8 October 2015

Information about this early years setting

The childminder registered in 2002 and lives in Timperley, Altrincham. She operates all year round, from 7.30am to 6.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for three- and four-year-old children. She holds an appropriate qualification at level 3.

Information about this inspection

Inspector

Hannah Britton

Inspection activities

- The childminder discussed her practice with the inspector. This included conversations about safeguarding, risk assessment, the curriculum, professional development and self-evaluation.
- The inspector observed several planned activities and discussed the impact of teaching on children's learning with the childminder.
- The inspector reviewed documentation, including evidence of the suitability of people living on the premises.
- In order to assess safety and suitability, the inspector had a tour of the entire premises.
- The inspector read feedback from several parents and children and 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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