

Childminder report

Inspection date: 22 October 2024

Overall effectiveness	Good
------------------------------	-------------

The quality of education	Good
--------------------------	-------------

Behaviour and attitudes	Good
-------------------------	-------------

Personal development	Good
----------------------	-------------

Leadership and management	Good
---------------------------	-------------

Overall effectiveness at previous inspection	Good
--	------

What is it like to attend this early years setting?

The provision is good

The childminder quickly forms strong relationships with the children in her care. She supports children well in regulating their emotions to help them feel safe and secure. The childminder offers children comfort and cuddles when they are upset. She sets clear boundaries of how she expects children to behave. The childminder has clear daily routines in place, and children respond well to them.

Children follow instructions, such as how to sit for mealtimes and to tidy away. The childminder offers lots of praise and encouragement, and children show respect for her. Children make noticeable progress from their starting points in all areas of development. The childminder carefully plans activities to create a language-rich environment around children's interests and needs. For example, as children enjoy playing with animals, she reinforces the names of the different animals and the sounds they make. The childminder's questioning further supports and extends children's language as they play.

The childminder uses her observations to assess children and plan to further enhance their learning. Children enjoy the vast range of activities that develop their small-muscle skills to further support them later with writing. They place jigsaw pieces in puzzles, fill and empty small containers in the sand tray, and practise holding a paint brush while they make marks on the wall board. This supports their physical development.

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

- Children develop strong and secure relationships with the childminder. When they start at her setting, the childminder gathers information from parents to find out what children like and their routines. This helps her to provide activities and resources that reflect children's interests. The childminder works in partnership with parents to ensure that the settling-in sessions are carefully considered to help build children's confidence right from the start. This positively contributes to children's personal development and emotional well-being.
- Younger children enjoy taking part and being involved in all activities. However, the childminder does not always consider younger children's stage of development to ensure that they are able to fully join in. For example, sometimes, younger children cannot use the paintbrushes in the small paint pots, or fill the water containers.
- The childminder ensures that children have many opportunities to enjoy reading. She takes children to the library regularly. The childminder focuses on familiar books, which she uses daily to revisit the new language taught. Children enjoy using the different props as the childminder shares the story of 'Dear Zoo'. The childminder models, with actions, the vocabulary in the book. She carefully

pauses so that children can join in with the repeated phrases in the story. This supports children's listening and attention skills.

- Children are taken on a range of outings within the local community. They attend children's playgroups, parks and woodlands. The childminder helps children to develop their understanding of how to keep themselves safe as they travel around their community. These opportunities also help to develop children's social skills as they mix with others in different social situations. Children develop an understanding of the community they live in and the world around them.
- The childminder supports children to fully understand their emotions, for example, through the use of visual aids and her facial expressions. This supports children to understand how different behaviours can make people feel. The childminder models the language of 'please' and 'thank you'. Children show that they understand the importance of manners as they repeat it back to her.
- The childminder actively supports her ongoing professional development. She ensures that mandatory training, such as first aid, is completed regularly. In addition, the childminder identifies a range of training opportunities. This helps to develop and extend her knowledge and skills in an ongoing manner.
- Parents are extremely happy with the service that the childminder provides. The childminder provides parents with daily feedback and ideas to help at home. Parents state that they can see the progress their children have made since starting with her. They comment that the childminder is kind and caring, and that they are very grateful to have found her.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- encourage younger children to successfully take part in activities, making adaptations where needed to more suitably meet their stage of development.

Setting details

Unique reference number	EY236199
Local authority	Trafford
Inspection number	10355400
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 7
Total number of places	6
Number of children on roll	8
Date of previous inspection	28 November 2018

Information about this early years setting

The childminder registered in 2002 and lives in Sale, Cheshire. She operates her childminding provision all year round from 7am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The provision offers the government funded places for childcare.

Information about this inspection

Inspector

Liz Thomson

Inspection activities

- The inspector viewed the setting and discussed the safety and suitability of the premises.
- The inspector observed activities and the interactions between the childminder and children.
- The inspector held discussions with the childminder about how she meets the needs of a range of children.
- The inspector spoke with parents to seek their views.
- The inspector held discussions with the childminder about the childminder's professional development.
- The inspector looked at relevant documentation.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2024