

Childminder report

Inspection date:

13 September 2023

Overall effectiveness

Good

The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous
inspection

Requires improvement

What is it like to attend this early years setting?

The provision is good

The childminder provides a safe and welcoming environment for children. Children are independent and have impeccable manners. The childminder uses effective methods to help children to resolve situations and manage their feelings. For example, children make faces to show which emotion they are feeling each day. Children are happy in the care of the childminder. Relationships are warm and friendly. For example, children enjoy brushing the childminder's hair. One way that children are learning to take turns is by playing a picture lotto game.

Children confidently make choices as they explore and access the interesting resources in the playroom. They are inventive and creative as they make links from past experiences, and they prepare pretend food during imaginative play. Children enthusiastically hammer out sounds on a xylophone. They show physical skill and coordination as they bang on the keys, delighting in the sounds they make.

Overall, the curriculum is helping children to make good progress. Young children demonstrate excellent mathematical awareness and recognise shapes in the environment. Children build a tower of bricks and measure the height to see if it is as tall as they are. Children count pieces of an apple at snack time and use mathematical language, such as tiny, big, more and less. The childminder weaves mathematics into play and everyday routines. For example, children count the stairs on the way to use the bathroom.

The childminder promotes literacy very well. Children look at books independently and maintain attention as they enjoy listening to stories. Children use expressive language to describe the characters, such as a 'spiky porcupine'. They are fully engaged and excitedly recall the ending to a favourite fairy tale.

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

- The childminder is experienced, caring and clearly enjoys her work. Since the last inspection she has accessed behaviour management training. Strategies from the training, such as a red card system and reward chart, are being used well to encourage positive behaviour. Children are learning to share and play cooperatively and are starting to follow the house rules and boundaries.
- The childminder keeps parents updated with children's progress. She shares required assessments and provides a 'rainbow learning record' to show parents the progress made from when children start. The childminder also completes a daily diary to communicate messages to parents about their child's day.
- Children follow good hygiene routines. For example, after using the potty, they tell the childminder that they need a tissue. Children help with cleaning the table, and they wash their hands before snack. Children devour the well-

balanced and nutritious pasta dish and access fresh water to drink. They discuss eating the tomatoes they grew in the garden. The childminder ensures that children adopt healthy lifestyles.

- The childminder knows children very well and helps them to make progress in readiness for school. She uses her own observations of children as they play to make accurate assessments about their development. The childminder provides experiences that children enjoy, such as painting activities, where they can experiment and get messy. However, individual children's next steps in learning are not precisely focused on what they need to learn right now to maximise their learning.
- Children are emotionally secure and content. The childminder adopts an effective settling-in process. She gathers detailed information from parents about children's level of development on entry. The information collected also provides the childminder with a clear overview of children's individual needs and preferences. This helps the childminder to support children to make a smooth transition into her setting.
- Overall, the childminder promotes children's communication skills well. She asks open questions that encourage children to think and respond. The childminder sensitively repeats words back to children, so they hear the correct pronunciation. However, the childminder does not provide opportunities for bilingual children to see, hear or use their home language to develop speaking skills further and gain more understanding of what makes them unique.
- The childminder advocates recycling. Children regularly take part in recycling activities as they help to sort and categorise the materials. This helps to promote children's awareness of the importance of taking care of the planet.
- The childminder keeps all mandatory training up to date. Since the last inspection, she has prioritised behaviour management training. This has been effective, and children behave well. However, the childminder recognises that she could focus her professional development more precisely to strengthen her curriculum and the quality of education. However, the childminder has embraced support from the local authority adviser and is keen to maintain a good standard.

Safeguarding

The arrangements for safeguarding are effective.

Children learn about risk and safety during frequent outings in the community. Children wear high-visibility jackets, so they are easy to see. The childminder keeps children safe as they visit the local library and when on walks to collect leaves. Children are told not to touch the holly as it has spiny prickles. The childminder updates her child protection training. This helps to keep her knowledge refreshed so that she can confidently deal with any concerns about children in her care. The childminder knows how to make a safeguarding referral should this be required. The childminder's home is safe and suitable. She uses safety gates to prevent unsupervised access to the first floor. This is one way that she protects children's welfare.

What does the setting need to do to improve?

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

- focus more precisely on what individual children need to learn right now
- incorporate children's home languages into the curriculum, developing further appreciation of diversity and what makes them unique
- prioritise training and professional development opportunities, in order to strengthen the curriculum intent.

Setting details

Unique reference number	EY242388
Local authority	Trafford
Inspection number	10307652
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	2 to 8
Total number of places	6
Number of children on roll	6
Date of previous inspection	23 September 2022

Information about this early years setting

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

Information about this inspection

Inspector

Layla Davies

Inspection activities

- The inspector discussed any continued impact of the COVID-19 pandemic with the childminder and has taken that into account in their evaluation of the setting.
- The quality of education was observed, and the inspector assessed the impact this has on children's learning.
- The inspector and the childminder discussed the intent of the curriculum.
- The childminder and the inspector evaluated an activity together.
- Relevant documentation was checked and discussed, such as training certificates. The inspector reviewed the childminder's self-evaluation and checked evidence of her suitability and the suitability of her household members.
- Children were spoken to when appropriate.
- The childminder and the inspector held ongoing discussions 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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