

Childminder report

Inspection date: 20 March 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 happily arrive at the childminder's home. They hold their hands out and settle in the arms of the childminder. Time is given for information to be shared from parents about how children have been at home. These discussions allow the childminder to support children's emotional needs throughout the day. Children are safe and secure in the welcoming and homely environment.

Older children use good manners and display great awareness and respect for each other. They are sensitive to younger children's needs and allow them to sit alongside them as they play. The childminder has a calming tone and provides clear and consistent messages to children from a young age. She carries out routines that meet children's emotional needs. Children's behaviour is good.

Children freely explore the well-organised home with confidence. A wide range of activities are carefully placed at children's level. This promotes their independence and self-awareness. Younger children focus intensely as they use their fingers to carefully move beads along a frame. Older children show great control as they firmly grip coloured pens to create drawings. Children confidently move their bodies to familiar rhymes as they attempt to hop, skip and jump, while younger children rock their bodies to the beat. These experiences strengthen children's finger muscles to help support their later writing and develops their balance and physical skills. Children make good progress in all the areas of learning.

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

- The childminder regularly evaluates her practice and home. She has an accurate account of what she does well and identifies areas for improvement. The childminder keeps her training and professional development up to date. For example, she is currently completing a course to refresh and support her knowledge of children's brain development. This helps the childminder offer the best care and learning opportunities to children.
- Generally, the childminder supports children's communication and language well. Children develop a love of books, older children turn pages, look at pictures and listen to stories. While younger children browse and discover as they touch and feel different textures in books. The childminder provides children with a range of new words for them to hear as they play. However, occasionally, the childminder does not ask children questions in a way that will extend their speech and thinking skills. This results in children often nodding, shaking their head or giving a one-word response.
- Overall, the curriculum is well sequenced and ambitious. The childminder has a good knowledge of what children can already do and has a clear view of what she intends children to learn next. Yet, she does not always consider the best

way to implement activities when supporting and introducing children to new skills. For example, when children explore how to use scissors for the first time, they are expected to cut precisely and in particular directions. This prevents children from learning about the process of the new skill and children become overwhelmed.

- The childminder builds excellent partnerships with parents and their extended families, such as grandparents. She regularly captures parents' views on the quality of the service that she provides. Parents speak highly of the childminder and appreciate that she shares her great expertise with them to enable them to further support their children's learning at home.
- The childminder promotes children's good hygiene and health well. For example, well-balanced nutritious meals, fruit and drinks are on offer. Children know to wash their hands after the use of the toilet and before eating food. They learn the importance of oral hygiene and know they need to brush their teeth to prevent them from decaying. As a result, children have a good awareness of leading a healthy lifestyle.
- The childminder supports children's social and emotional skills well. Children regularly attend local groups that allow them to mix in larger groups of children. The childminder helps children to learn about their emotions and feelings as they talk about being happy and brave. As a result, children display confidence and are self-assured. This will help support them when they transition on to school.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of the importance of safeguarding children. She has a secure knowledge of safeguarding policies and procedures to follow if she has any concerns about children's welfare. The childminder is very aware of safeguarding updates and reviews her practice and procedures accordingly. For instance, she has recently implemented a new 'emergency response policy' that parents have welcomed. The childminder identifies and minimises potential hazards around her home. For example, she ensures that small pieces of toys are in a closed bag out of the reach of young children to avoid them placing them in their mouth.

What does the setting need to do to improve?

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

- develop questioning techniques further to help children to build on their speaking and thinking skills
- strengthen the implementation of some activities when introducing children to new skills, to precisely target and support their next steps in learning.

Setting details

Unique reference number	EY258373
Local authority	Trafford
Inspection number	10263934
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 18
Total number of places	6
Number of children on roll	12
Date of previous inspection	17 May 2017

Information about this early years setting

The childminder registered in 2003 and lives in the Davyhulme area of Trafford. She holds a relevant early years qualification at level 3. The childminder operates all year round from 7.30 am to 6pm, Monday to Friday, except for bank holidays and family holidays.

Information about this inspection

Inspector

Kellie Lever

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 their evaluation of the childminder.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intention for children's learning.
- The inspector spoke to the childminder at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between the childminder and children.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector gathered the views of parents and their comments on the setting.

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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