

Childminder report

Inspection date: 23 August 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

The childminder provides the children with a warm and nurturing environment. Children are made to feel welcome and safe by the childminder's caring and friendly manner. They are confident to share their thoughts and feelings and seek reassurance from the childminder when needed. For example, they talk about their experiences, such as starting nursery and going on holiday. Children beam with delight at the praise they receive and the positive comments of encouragement that the childminder provides. This helps to support children's self-confidence.

Children independently explore their surroundings and have positive attitudes towards learning and play. They choose from an array of resources available. These have been carefully chosen to suit all their needs, interests and abilities. The childminder teaches children to recognise letters and words. For example, children find their names to self-register and older children spell out their names and identify the first letter in a hidden treasure challenge. In addition, children's reading is supported in an environment that is rich with text. They confidently look at books. Children take their favourite books home to share with parents. As a result, they are well prepared for their next stage of learning.

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

- The experienced and reflective childminder provides a calm environment for children to learn and develop. She places a high value on literacy, ensuring that children have access to a range of books. She reads regularly to the children to develop their enjoyment of stories. Children help themselves to the books. They sit and look at the pictures with care, chatter to themselves and turn the pages one at a time. This helps children to develop their early reading skills.
- The childminder closely observes and assesses children as they learn through play. She is very effective at drawing confident, talkative children into conversations. However, during group activities, she does not always encourage the quieter, less-confident children to contribute. As a result, sometimes, these children do not always participate in activities, to support their developing speaking skills.
- Children learn to become independent in everyday tasks. The childminder successfully uses routines to support children's confidence to carry out tasks for themselves. She clearly explains to them what to do and how to do it. For example, children automatically go to wash their hands with soap and water before snack. When they ask to go outside, they help to tidy away toys first and then pull on their own boots successfully.
- Children display excellent behaviour. For example, when they are provided with a selection of fruit for snack, they use manners and make healthy choices. They chop up the fruit with safety knives and listen intently to what the childminder

has to say. Children show considerate behaviour to their peers and learn to manage their feelings and emotions well.

- The childminder has created a broad and balanced curriculum that covers all areas of learning, which benefits children's development. She includes children's interests into activities effectively and demonstrates an understanding of the children's learning requirements. However, she does not consistently identify the specific skills and knowledge that she wants children to learn from these activities. This means that, on some occasions, she is not able to extend the intended learning.
- Partnerships with parents are strong. The childminder demonstrates a secure commitment to promoting positive relationships with parents and recognises the important role that they take in children's development. Parents are complimentary about the care that their children receive. They appreciate the additional experiences that their children enjoy, the friendships they develop, and their readiness for school.
- The childminder works closely with other professionals. She meets regularly with other childminders, who share best practice and ideas with each other. They visit the local farm and experience 'pig scrubbing', visit cafes, go to the local play areas, and do pond dipping. These experiences help children to learn about their local community and meet with larger groups of children to develop their confidence and social skills.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure knowledge of her role and responsibilities to safeguard children. She has an in-depth knowledge of the signs and symptoms that indicate a child may be at risk. The childminder knows the correct procedures to follow and who to contact if she has concerns about a child's welfare. The childminder ensures that her setting is safe and secure for children to access. She regularly completes robust risk assessments of her home and the equipment provided. She adapts her resources and spaces to suit the ages and stages of the children currently attending. The childminder holds a relevant paediatric first-aid qualification and understands what to do if children have an accident or are unwell in her care.

What does the setting need to do to improve?

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

- make better use of strategies to extend younger or less-confident children's developing language skills
- identify more clearly what children are to learn from some activities to help them build on what they already know and can do.

Setting details

Unique reference number	EY279449
Local authority	Trafford
Inspection number	10301504
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 4
Total number of places	6
Number of children on roll	4
Date of previous inspection	31 January 2018

Information about this early years setting

The childminder registered in 2004 and lives in Timperly, Altrincham. She operates her service all year round from 7.30am to 5pm, Monday to Thursday, except for bank holidays and family holidays. She offers funded early years education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Suzy Marsh

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 setting.
- The inspector took account of the written views of parents.
- The childminder and the inspector observed an activity and discussed the impact of this on children's learning.
- The inspector reviewed the areas of the childminder's home that children use, to ensure that they are safe and suitable.
- The inspector held discussions with the childminder and children throughout the inspection.
- The childminder provided the inspector with a sample of key documents, including training records, her first-aid certificate, and relevant policies and procedures.

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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