

Childminder report

Inspection date: 28 April 2022

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

Children thrive in the childminder's highly stimulating environment. They become absorbed in outdoor play for long periods and show exceptionally high levels of independence. Children gain a wealth of skills and knowledge through carefully planned activities. For example, they use their imagination when creating a volcano. Children question why the volcano didn't bubble. They experiment using various ingredients and test their creative theories. The childminder skilfully extends each practical activity through questioning. This encourages children to think and be inquisitive, while building individual confidence. This initiates constructive conversation, which builds on the children's prior knowledge.

Children's behaviour is exemplary. They are thoughtful when carrying out everyday activities, sharing responsibilities and helping their friends. For example, at lunch, children have the opportunity to independently pour water into every child's cup, and children say 'thank you'. Children display patience when realising there is no water left in the jug for themselves. They wait for the jug to be refilled and happily fill the remaining cup.

Children are championed to learn the value of individuality and diversity from a young age. They express themselves enthusiastically, trialling various cultural outfits when role playing. A child enthusiastically directs the visitor to their coat peg and points at the photograph of them wearing a hijab. This demonstrates that the child is able to link her identity in the setting to that of the wider world. The childminder advocates pride in individuality to challenge injustice. Children are at the heart of decision-making, providing them with the ability to develop their self-esteem and gauge their interests.

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

- The childminder demonstrates an aspirational level of ambition and strives to be the best childminder she can be. Her planning introduces children to various resources to teach them the importance of oral health. The childminder's dedication to providing only the best for children is shown when she utilises the 'deprivation' fund from the local authority to deliver a puppet show. This innovative activity deepens the children's understanding of brushing daily. In addition, the childminder spreads awareness in the community by inviting children from the local nursery and their childminders to benefit from her production after identifying the need in the community.
- The children excitedly play with the bubbles. The childminder displays an enthusiastic approach to play by asking about the sizes and speed the bubbles are travelling in. Children are mesmerised by their creations and question why the bubbles pop when they are poked. The childminder builds their knowledge

by placing liquid and water on a plate, enabling the children to catch the bubbles on the plate and make observations about the bubble. She then asks, 'Why are the bubbles not popping now?'. This interactive activity allows children to develop their understanding of the world and strengthens existing knowledge.

- Children display a tremendous love for books and reading both as a group and individually. The childminder expertly introduces new vocabulary as she reads to them. Children repeat words and can memorise key aspects of stories over time. For example, they eagerly talk about the story 'Down in the jungle'. Children's interest is peaked when they tap the Djembe drum to the rhythm of the song. This helps stimulate the brain and leads to high levels of emotional well-being.
- The childminder precisely balances rules with freedom of choice. She establishes and follows consistent routines in her provision, setting healthy and safe boundaries. From a young age, children are taught not to pass the oven area at the entrance of the kitchen when the oven is on. This rule keeps them safe both on the premises and in the outer world as they acknowledge the danger it poses.
- The childminder and her assistant work in close partnership with parents. They aim to empower parents and maintain a consistent approach. For example, supporting the child's sleep time routine outside of work hours. The childminder displays a praiseworthy approach to supporting children who are excelling in a particular area of learning by seeking guidance from schools. Parents speak exceptionally highly of the childminder and comment that they are 'constantly in awe' of the support they receive.
- The childminder offers freshly prepared food daily, enabling children to enjoy a variety of different foods. This promotes children's understanding of healthy lifestyles. In addition, the childminder is highly knowledgeable about food allergens and provides ingredients daily to parents.
- The childminder and her assistant work together and display an excellent attitude towards developing their knowledge and skillset. They strive for continual development. Together they have reduced non-essential paperwork to enable them to prioritise the children's needs.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a robust knowledge of her responsibility to keep children safe from harm. Children carefully use butter use knives to cut through the dough. The childminder's health and safety arrangements are extremely effective. She ensures her safeguarding training is up to date and has an excellent understanding of the potential risks that children may face. This includes wider safeguarding issues, such as children being exposed to extremist ideas and beliefs. The childminder and her assistant are fully aware of the indicators of abuse and know how to report concerns.

Setting details

Unique reference number	EY341919
Local authority	Trafford
Inspection number	10129057
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 11
Total number of places	12
Number of children on roll	18
Date of previous inspection	23 May 2016

Information about this early years setting

The childminder registered in 2006 and lives in the Partington area of Trafford, Greater Manchester. She operates from 7.30am to 6pm on weekdays all year round, excluding family holidays and bank holidays. The childminder is qualified at level 3 in childcare and works with a full-time assistant. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Maryam Chauhan

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 and the childminder held a discussion to understand how the early years curriculum is organised and the childminder's intentions for children's learning.
- The inspector observed the quality of teaching during activities, both indoors and outdoors, and assessed the impact this had on children's learning.
- The inspector spoke with the childminder and her assistant at appropriate times throughout the inspection. She observed an activity and jointly evaluated this with the childminder.
- Children spoke to the inspector during the inspection.
- The inspector checked evidence of the suitability of all household members and the qualifications of the childminder and her assistant.
- The inspector spoke to a parent and took account of written testimonials.

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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