

Childminder report

Inspection date: 5 March 2020

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	Met
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What is it like to attend this early years setting?

The provision is good

Children demonstrate close bonds and secure attachments to the childminder who builds warm and trusting relationships with them. The childminder is sensitive and responsive to individual children's needs. She offers praise and encouragement effectively. This helps to build on children's self-confidence and boost their emotional well-being. Children's behaviour is good. They are well mannered, follow the house rules and are polite to visitors. The childminder teaches children good hygiene routines, such as washing their hands before handling food. Children are offered a range of nutritious and home-made food to encourage healthy eating habits. The childminder reminds children to drink water frequently and encourages them to be active in the outdoors.

The childminder has high expectations for all children. She observes them at play and works alongside parents to assess children's development. She has a clear focus for what she wants each child to learn. This contributes to their good achievements and learning new skills quickly. Children have good opportunities to develop their vocabulary and early literacy skills. For example, they learn new words, such as 'radish' and 'avocado', and display high levels of concentration as they use pens and pencils to draw pictures.

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

- Children's love of books and stories is well supported. The childminder reads to them with energy and enthusiasm. Young children listen intently, point to pictures and turn the pages as she reads. They develop early skills in literacy that prepare them well for learning to read. The childminder provides a language-rich environment. She includes books with counting rhymes, which help children to become familiar with numbers.
- The childminder promotes children's communication and language development well. She engages children in meaningful conversations and shows a genuine interest in what they have to say. She sensitively repeats words back to children so that they hear the correct pronunciation.
- The childminder establishes good relationships with parents. Parents share positive feedback on the quality of care provided by the childminder. They are particularly happy with the support in place for children's personal, social and emotional development and the progress their children have made in this area. There is a good two-way flow of communication and information sharing, which helps to ensure children's needs are well known and met.
- The childminder helps children to develop a strong awareness of behavioural expectations in her home. Children respect the childminder and the boundaries she sets. The childminder is a good role model. She is polite and kind. She successfully teaches children how to share and take turns.

- Children have access to the outdoors to help to support their physical development and promote their overall well-being. Children benefit from regular outings that help to build on their experiences. For example, they visit local parks and woodlands. They learn about taking simple risks in their play. For instance, children learn to use large-scale equipment and how to keep themselves safe. The childminder takes them to group activities, such as story and song sessions. She values the experiences children receive as they learn to sit in a group and listen. These help to prepare them well for their future move on to school.
- The childminder provides children with a well-resourced, stimulating environment. She uses accurate assessments of children's learning to plan activities based on what they need to learn next. However, on occasions, the childminder does not always enable children to fully explore an activity following their own ideas and interests.
- The childminder is committed to continually updating her knowledge and skills. She seeks out training opportunities, including reading published theories, formal training and accessing online research. The childminder recently attended training on enabling environments for younger children. This has helped the childminder to reflect on the outdoor environment and achieve effective and impactful changes for the current age group of children.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her responsibility to safeguard children and keep them safe from any potential harm. She carries out daily checks on her home to ensure children play in a safe environment. The childminder supervises children well. She keeps her safeguarding training up to date. The childminder is aware of any changes to local authority procedures and who to contact should she have any concerns about a child in her care. The childminder has completed online training about some of the wider aspects of child protection. This helps her to be able to identify additional risks which young children may be subject to and take appropriate action.

What does the setting need to do to improve?

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

- give children even more time to think and respond to questions and fully explore activities with their own ideas and interests.

Setting details

Unique reference number	EY350254
Local authority	Trafford
Inspection number	10132556
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 9
Total number of places	6
Number of children on roll	7
Date of previous inspection	22 May 2015

Information about this early years setting

The childminder registered in 2007 and lives in Timperley, Cheshire. She operates all year round from 7.30am to 6pm, Monday to Friday, except bank holidays and family holidays. The childminder holds a relevant postgraduate childcare qualification and early years professional status.

Information about this inspection

Inspector
Suzy Marsh

Inspection activities

- The inspector had a tour of the childminder's home. She discussed with the childminder how she organises her setting and how she plans the curriculum for children.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- A joint evaluation of an activity was carried out by the inspector and the childminder.
- Several discussions were held between the inspector and the childminder at appropriate times during the inspection.
- The inspector viewed relevant documentation, including evidence of the suitability of all adults living on the premises.
- The inspector took account of the views of children spoken to on the day. Parents' views were taken account of from written feedback provided.

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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