

Childminder report

Inspection date: 31 May 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	Inadequate
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What is it like to attend this early years setting?

The provision is good

Children clearly enjoy attending this warm and welcoming provision. They are confident in their social interactions, introducing themselves to the inspector and sharing their news and views about attending. Children have established trusting bonds with the childminder, who is playful and encouraging in her approach. She demonstrates kind and patient behaviour, which helps children to feel settled and secure.

Children are full of smiles and engage well in activities. They show an eagerness to learn and try new things. Older children initiate their own play as they independently select what they would like to do. Younger children are gently encouraged to explore activities and enjoy new experiences. The childminder skilfully uses children's interests as a vehicle to implement what it is that she wants children to learn. She has high expectations of what children can achieve and her curriculum is appropriately sequenced. The childminder liaises with parents and other settings that children attend to ensure that children make continued progress. As a result, children consistently achieve the next steps in their learning and are developing the essential skills they need in readiness for school.

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

- The childminder has worked hard to address the concerns raised at her last inspection. She has been supported by the local authority and has attended training to strengthen her knowledge and understanding. The childminder demonstrates a positive attitude to ensuring that children receive high-quality care and education. She is reflective and continually evaluates her practice. She gathers the views of parents and takes into account children's opinions.
- The childminder is skilled at differentiating activities to ensure that all children's individual learning needs are met. For example, as a group of children engage in water play, the childminder uses different teaching techniques. She asks older children thought-provoking questions that encourage their thinking and communication skills. She supports younger children by naming objects and assists them to develop their hand-eye coordination as they pour and fill containers.
- Children are developing good mathematical awareness. Older children explore volume as they estimate how much water it will take to fill a container and begin to categorise objects. Younger children explore numbers and develop their counting skills. The childminder helps children to make simple calculations and to problem solve. For example, when children have used all of their blocks of three but need more, the childminder asks them to think of other ways that they could make three. As a result, children confidently use numbers and mathematical language as they play.

- Overall, the childminder manages children's behaviour well. She is quick to intervene as children learn to share, take turns and wait for their turn. However, the childminder does not consistently explain to children the consequences of their actions. For example, she tells children to get down, or not to throw, but does not elaborate further to aid children's understanding.
- The childminder helps children to develop their communication and language skills. She introduces new vocabulary and uses repetition to aid children's understanding. For example, as children explore a selection of plastic animals, the childminder introduces the word 'mane' when describing the characteristics of a lion. Children excitedly recognise letters in their name. However, when helping children to identify letters, the childminder does not always model the correct sounds or use the correct letter name.
- Children have plentiful opportunities to learn the importance of leading a healthy lifestyle. The childminder talks to children about foods that are good for them and ensures that they have a good selection of fruit at snack time. Outdoor activities help to ensure that children spend time in the fresh air and engage in energetic activities, such as walking to and from school. Children enjoy spending time outdoors. They take regular drinks and understand the importance of drinking lots of water.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands the importance of prioritising children's welfare and safety. She is now clear on her responsibilities and is confident in identifying possible signs that may indicate a child is at risk of harm. The childminder has a good understanding of how to refer her concerns to the appropriate agencies and what she would do if an allegation was made against her or a family member. The childminder completes risk assessments of her environment to ensure that the spaces available to children are safe and suitable. Furthermore, older children enjoy the responsibility of helping to set up the garden, and check that it is safe before their younger friends can play.

What does the setting need to do to improve?

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

- consistently explain to children the consequences of any unwanted behaviour to aid their understanding further
- strengthen knowledge of how to support children's communication and language skills, in particular, ensuring that letter sounds and names are modelled correctly.

Setting details

Unique reference number	EY371160
Local authority	Trafford
Inspection number	10279639
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	0 to 8
Total number of places	6
Number of children on roll	8
Date of previous inspection	27 January 2023

Information about this early years setting

The childminder registered in 2008 and lives in Flixton, in the Borough of Trafford, Greater Manchester. She operates all year round, except for bank holidays and family holidays. Sessions run from 7.30am to 5.30pm, Monday to Thursday and on Fridays from 7.30am to 4pm.

Information about this inspection

Inspector

Karen Cox

Inspection activities

- The inspector discussed any continued impact of the COVID-19 pandemic with the provider and has taken that into account in their evaluation of the provider.
- The childminder and the inspector discussed how the childminder organises their early years provision including the aims and rationale for their early years foundation stage curriculum.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The childminder provided the inspector with a sample of key documentation on request.

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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