

Childminder report

Inspection date: 4 December 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 has created a warm and welcoming setting, which enables children to feel secure and settled. The childminder helps children to anticipate what might happen each day. For example, she talks to them about who might be attending. As a result, children wait eagerly for their friends to arrive and greet them with big smiles. Children are confident to choose where to play, which demonstrates their growing independence. The childminder engages children in the curriculum by offering activities that ignite their interests. For example, the childminder knows that the children enjoy singing songs. As such, she uses music and movement activities to encourage children to be active. Children join in enthusiastically as they run, jump and spin. This helps children to develop their large muscles, coordination and balance.

The childminder encourages children to repeat previous learning, such as number games. For example, children look for numbers hidden in a farm activity. They confidently name the numbers as they find them. Children also group together the animals with two legs and the animals with four legs. This helps to support their early mathematical development. The childminder plans regular outings, such as trips to the toddler group, so that children can develop their social skills. The childminder models caring behaviour and interacts sensitively to help children to understand the rules. For example, she supports children to use 'gentle hands'. She also helps children to consider how their behaviour might make others feel. Children demonstrate their good behaviour as they listen and respond well.

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

- The childminder has completed all her mandatory training. In addition, she has accessed a range of other courses to help enhance children's learning. For example, following training on communication, the childminder gives children more time to respond in conversation. This helps children make progress in their communication and speaking skills.
- The childminder uses observation and assessment to monitor children's progress. As a result, she is able to identify where children need additional support. Where appropriate, the childminder refers to other services, such as speech and language therapists, so that children get the extra support they may need. The childminder also works closely with parents, to help support their children's learning. This effective partnership working helps to reduce any gaps in children's learning. Consequently, children make good progress.
- The childminder knows what she wants children to learn. However, some activities do not challenge children to help build on their current capabilities. For example, children complete some activities with ease. On these occasions, the curriculum does not stretch children's learning fully.

- The childminder encourages children to develop their self-care skills in readiness for school. For example, children are able to put on their own coats and shoes. Older children also learn to zip up their coats. These meaningful learning opportunities help children to become increasingly independent.
- The childminder teaches children about road safety when they are on outings. For example, they discuss the important role of traffic lights. As a result, children know that green means go and red means stop. Children are starting to think about safety when crossing the road.
- Partnership with parents is good. Parents say their children are happy and safe. They enjoy the regular updates they receive about their child's progress, and they welcome ideas to support their child's learning at home. This helps children to have consistent learning between the setting and home.
- Books and stories are used to help support children's literacy. Children snuggle on the childminder's lap to listen to a story. They repeat familiar phrases in books, which helps to support their early reading skills. The childminder also teaches children how to turn the pages carefully. Consequently, children develop a love of books and know how to care for them.
- Children demonstrate good handwashing skills, which promotes their personal development. The childminder teaches children why they need to use soap and water and how to wash their hands thoroughly. As a result, children demonstrate proficiency as they wash the front and back of their hands to remove all the germs. These well-embedded handwashing routines support children's understanding of good hygiene practices.

Safeguarding

The arrangements for safeguarding are effective.

The childminder knows her role and responsibility in keeping children safe from harm. She knows the signs and symptoms of abuse and what to do if she is concerned about the well-being of a child in her care. The childminder completes regular safeguarding training. This helps to keep her knowledge up to date. The childminder holds a current paediatric first-aid certificate and knows what to do in the event of an emergency. The childminder also considers children's safety in her home. For example, she makes sure that walkways are clear and toys are not where children might fall over them.

What does the setting need to do to improve?

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

- improve the curriculum so that it offers sufficient challenge to help build on children's current capabilities.

Setting details

Unique reference number	EY371633
Local authority	Trafford
Inspection number	10311689
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 2
Total number of places	6
Number of children on roll	3
Date of previous inspection	5 April 2018

Information about this early years setting

The childminder registered in 2008. She lives in Stretford, Manchester. The childminder operates from 8.15am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder offers funded places for two-, three- and four-year-old children.

Information about this inspection

Inspector

Lynn Richards

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 provider and has taken that into account in their evaluation of the provider.
- The childminder showed the inspector the premises and discussed how they ensure it is safe and suitable.
- The childminder joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- Children communicated with the inspector during the inspection.
- Parents shared their views of the setting with the inspector.

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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