

# Childminder report

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Inspection date: 24 January 2022

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| <b>Overall effectiveness</b> | <b>Good</b> |
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|--------------------------|-------------|
| The quality of education | <b>Good</b> |
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|                         |             |
|-------------------------|-------------|
| Behaviour and attitudes | <b>Good</b> |
|-------------------------|-------------|

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|----------------------|-------------|
| Personal development | <b>Good</b> |
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|---------------------------|-------------|
| Leadership and management | <b>Good</b> |
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|----------------------------------------------|------|
| Overall effectiveness at previous inspection | Good |
|----------------------------------------------|------|

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

### The provision is good

The childminder has made some changes to the setting in response to the COVID-19 pandemic to help to keep children safe. Children are greeted at the door by the friendly childminder. They separate from their parents with ease and happily enter the setting. The childminder has created a warm and welcoming environment for children. She has high expectations for children's speech and language development. Even the youngest of children have a go at repeating different words and sounds, which the childminder models to them. Children spend lots of time learning outdoors. They go on nature trails to spot deer and enjoy making bird seed, which they later put out in the garden to attract birds.

Children are well behaved. They are settled and show confidence to approach the childminder for a reassuring cuddle. Children listen to the childminder and follow the setting rules well. They are kind to their friends and play well alongside each other. With some gentle encouragement from the childminder, children are learning to share and take turns. Children enjoy exploring dough and making marks in this with different sized toy animals. They are making good progress across the seven areas of learning.

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

- The childminder gathers a wealth of important information about children before they start. She plans learning opportunities for children that build on what they already know and can do. Children make good progress with their physical development. They are given lots of opportunity to crawl and pull themselves up on low-level furniture. This helps to prepare children to take their first steps.
- Children enjoy singing familiar songs as they play. They access a variety of books. The childminder reads to children with enthusiasm and children relish opportunities to join in with the story. This is supporting children's emerging vocabulary.
- Children have access to a range of different toys. They happily select what they want to play with next. However, the childminder does not always effectively support children to tidy up after themselves. The environment can, at times, become a little unorganised, at which point the childminder tidies up as children continue to play. Therefore, children are not always learning to develop their independence skills.
- The childminder provides the children with nutritious home-cooked meals. Children have daily fresh air and exercise. They go on regular walks and trips to parks, where they learn to socialise with other children. The childminder uses wipes to clean children's hands and faces before they eat. However, the childminder is not consistently supporting children to develop their own self-care skills. For example, by supporting children to learn about hand hygiene through

regular handwashing practice.

- The childminder has good links with other childminders. She shares best practice to enable her to improve her provision. The childminder evaluates her practice continuously. She keeps her professional development up to date by completing regular training courses. These have a positive impact on her practice. The childminder has recently completed a course on how to support children's mental health. This has enabled her to support new children to settle during the COVID-19 pandemic.
- The childminder is supporting children to learn about what makes them unique. The childminder knows the local community well. She supports children to learn about the world around them, including different cultures, faiths and family structures.
- Parents comment that they are happy with the way the childminder communicates with them. The childminder shares information effectively with parents using an online system. Parents express that the childminder provides healthy and nutritious foods for children to eat. They comment that the childminder supports their children's physical and social skills well.
- The childminder has a good knowledge of how to effectively support children's speech development. She is aware of how to access early help from other professionals to ensure that children are receiving the support they need. Therefore, all children are being well prepared for their next stage in learning.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder is trained in safeguarding. She is aware of her role and responsibilities to keep children safe. The childminder knows how to correctly report concerns about the welfare of children. She is trained in paediatric first aid. The childminder keeps her knowledge and understanding up to date by attending regular training courses. She carries out regular checks of the indoor and outdoor environment to help keep children safe. The childminder has an emergency evacuation procedure in place which she practises regularly with children. She records any accidents which children have and shares these with parents. Accident logs are reviewed to identify any trends and risk assessments are carried out to minimise hazards.

## What does the setting need to do to improve?

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

- promote children's independence skills further, so they understand how to maintain an organised play and learning environment
- support children to develop self-care skills and learn about the importance of regular hand hygiene practice.

## Setting details

|                                                    |                                                                                   |
|----------------------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>                     | EY391485                                                                          |
| <b>Local authority</b>                             | Trafford                                                                          |
| <b>Inspection number</b>                           | 10066452                                                                          |
| <b>Type of provision</b>                           | Childminder                                                                       |
| <b>Registers</b>                                   | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Day care type</b>                               | Childminder                                                                       |
| <b>Age range of children at time of inspection</b> | 1 to 4                                                                            |
| <b>Total number of places</b>                      | 6                                                                                 |
| <b>Number of children on roll</b>                  | 4                                                                                 |
| <b>Date of previous inspection</b>                 | 9 October 2015                                                                    |

## Information about this early years setting

The childminder registered in 2009 and lives in the Altringham area of Cheshire. She operates all year round from 8am to 6pm, Monday to Friday, except bank holidays and family holidays. The childminder holds a Level 3 Diploma in Home-Based Childminding.

## Information about this inspection

### Inspector

Suzanne Fenwick

### Inspection activities

- This was the first routine inspection the provider 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 spoke to the inspector about her intentions for children's learning.
- The inspector and childminder discussed how the curriculum is implemented and the impact that this has on children's learning.
- Parents shared their views of the setting with the inspector.
- 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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