

Childminder report

Inspection date: 13 March 2024

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

Children are settled and happy in the care of this childminder. She plans a broad curriculum that enhances children's experiences. The childminder provides ongoing interactions with the children. She encourages conversation and introduces new vocabulary. The childminder sensitively models the correct pronunciation of words and encourages children to repeat back words they are unsure of. The childminder also promotes a love of reading, providing unlimited access to books, which the children enjoy sharing with her. They recall the key events and characters and join in with familiar parts of their favourite stories. Regular outings to the park or play centre also help to develop children's physical skills. They practise running, jumping and climbing on the equipment and learn how to manage risks safely as they play.

The childminder has high expectations for children's behaviour. She models positive interactions and encourages the children to solve their own disputes through discussion, sharing and turn-taking. The childminder uses distraction techniques and positive reinforcement effectively to help her promote positive behaviour. She also instils routines and boundaries to help children learn what is expected of them. The childminder helps the children to learn about cultures and festivals that are special to them and their friends. They learn about events, such as Chinese New Year, Easter and Christmas. This enables them to learn about the wider world and develop respect for other faiths and cultures.

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

- Planning is fluid and follows the children's interests. This helps them to engage well in activities and make good progress. The childminder has clear intentions for learning, and she incorporates children's next steps into the learning opportunities that she plans. However, on occasion, she does not deliver the activities in ways that are precisely matched to the differing needs of the children. This results in some children not maintaining high levels of concentration to help them gain the most from the curriculum that is provided.
- The childminder offers an array of experiences to help develop children's knowledge and skills. However, many of these experiences are adult-led and sometimes children rely heavily on her guidance. The childminder does not consistently provoke children's own explorations. This limits children's ability to think of and follow their own ideas to help them develop highly independent attitudes to learning.
- The curriculum enriches children's understanding of the world. The childminder takes the children on regular outings. They visit the local park where they look for signs of seasonal changes. The childminder takes the children on the train to visit the museum and library. This provides them with opportunities to explore the local community and beyond.

- Children's personal development is promoted well. The childminder provides healthy snacks and meals for the children. She promotes personal care routines, such as handwashing and toothbrushing. She also encourages children to learn some self-care skills, such as pulling up their own trousers, putting on their own coats and tidying up. This helps children to develop independence in managing their own health and well-being.
- The childminder promotes positive behaviour and attitudes. She supports children in learning about emotions. For example, she sensitively identifies changes in mood and encourages children to talk about how they are feeling. The childminder uses stories and other resources to help children to recognise how others may be feeling in certain situations. This helps children to develop awareness of their own feelings and empathy for others.
- The childminder promotes positive relationships with the parents. When children first start, she seeks information from parents that provides her with a good knowledge of their development. This approach is particularly successful for children with special educational needs and/or disabilities and supports the childminder's assessment. The childminder shares information with parents about the children's achievements and any gaps in their learning. Together, they plan ways to best support the children to make progress in all areas of learning.
- The childminder attends all mandatory training to help her maintain her professional standards. She accesses additional training and continuing professional development opportunities to further her own knowledge. This enhances her understanding of how to implement her curriculum and ensure that the quality of education continues to be good.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- increase opportunities for children to think for themselves and follow through their own ideas in play to help them become independent learners
- take even more account of children's individual learning needs when delivering planned activities to help them maintain concentration and involvement for longer.

Setting details

Unique reference number	EY442388
Local authority	Trafford
Inspection number	10312232
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 3
Total number of places	6
Number of children on roll	4
Date of previous inspection	24 April 2018

Information about this early years setting

The childminder registered in 2012 and lives in the Urmston area of Manchester. She operates all year round, from 7.30am to 5.30pm, Monday to Friday, except for family holidays. The childminder has a childcare qualification at level 4. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Michelle Highcock

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 provider.
- The childminder showed the inspector the premises and discussed how she ensures that they are safe and suitable.
- The childminder and the inspector discussed how the childminder organises her early years provision, including the aims and rationale for the early years foundation stage curriculum.
- The inspector observed the quality of education being provided and assessed the impact that this was having 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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