

Childminder report

Inspection date: 9 December 2024

Overall effectiveness	Good
------------------------------	-------------

The quality of education	Good
--------------------------	-------------

Behaviour and attitudes	Good
-------------------------	-------------

Personal development	Good
----------------------	-------------

Leadership and management	Good
---------------------------	-------------

Overall effectiveness at previous inspection	Good
--	------

What is it like to attend this early years setting?

The provision is good

Children are happy and they feel safe in the care of this experienced and enthusiastic childminder. They demonstrate this as they run into the childminder's outstretched arms or crawl onto her knee and cuddle close as they enjoy stories together. The childminder is caring and consistent in her responses to children. She provides a familiar routine and children can anticipate what will happen next in their day. This helps children feel secure in her care.

Children are encouraged to be curious. For example, the childminder observes children's excitement in seeing a tractor. She follows this interest and uses helpful questions to encourage children to consider what job the tractor might do. This helps children to think and problem solve. Children benefit from meeting other children at the park. They learn to play together. Children build social skills that can support them in readiness for school. The childminder models kind and caring behaviour throughout each session. She supports children to understand the expected behaviours, such as using good manners. She is consistent as she explains to children the boundaries in place and the reasons for these. For example, she explains to children the importance of listening and following instructions while crossing the road. Children behave well. In addition, children are learning ways to keep themselves safe near roads and traffic.

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

- Children's speech and language is promoted. The childminder speaks clearly to children, and she helps them to learn new words. For example, she talks about the textures, shapes and colours of items as they play. Children build a wide vocabulary. Even young children form sentences, and older children ask questions and can hold lengthy and detailed conversations.
- Overall, the childminder plans and implements her curriculum well. She considers learning experiences that meet the different needs and abilities of all children. This encourages children to access activities that offer appropriate challenge for their age and stage of development. However, on occasion, the childminder's interactions are focussed on the more confident children. During these times, less confident children are sometimes distracted from their learning. They copy what other children are doing. As a result, their play on these occasions is less purposeful.
- The childminder helps children to learn about cultures and communities beyond their own. She encourages families to share the foods they eat, or the events they celebrate. She teaches the children some words in other languages, such as German. Children learn to appreciate the differences and similarities in their lives and the lives of their friends.
- Children's physical development is supported well. Children experience walking

on different surfaces and they run up and down small ramps. This helps children to build their large muscles and balance.

- The childminder is innovative in considering ways to engage children. For example, she notes that some children do not choose to use pens and pencils. She encourages their mark making using sticks. This captures children's interest, and they join in with enthusiasm. Children take part in learning that they might not otherwise experience.
- Good partnership work is established with local schools. The childminder talks to teaching staff to discuss skills that will help children as they transition to school. Regular trips to school to drop off older children help younger children to be familiar in the school environment. As a result, children are confident and well prepared with the skills that can support their next stage of learning.
- The childminder works closely with parents. This helps her to gather information about children's interests and current development. She discusses with parents the plans for children's next steps in learning. This helps children to have consistency between the childminder and home. However, partnerships with other settings that children attend are less effective. As a result, plans for children's care and learning between settings is less consistent.
- Children's good behaviour is supported. For example, the childminder encourages children to help each other as they move large logs. Older children demonstrate care for their younger friends as they fetch their shoes and show them how to put them on. Children learn to work together. They demonstrate good social skills and caring behaviour.
- The childminder uses daily activities to help children develop mathematical concepts. For example, she plans shopping trips where children weigh items. They discuss if items are heavy or light. Children count items into the shopping basket. They look at the different shapes and sizes of packets. Children develop understanding of early mathematics and learn skills that support future learning.

Safeguarding

The arrangements for safeguarding are effective.

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

What does the setting need to do to improve?

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

- focus interactions on the intended learning for each child, to support less confident children to remain focussed on purposeful learning at all times
- strengthen partnerships with other settings that children attend, so consistent care and learning can be offered.

Setting details

Unique reference number	EY477402
Local authority	Trafford
Inspection number	10367316
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 11
Total number of places	6
Number of children on roll	13
Date of previous inspection	4 February 2019

Information about this early years setting

The childminder registered in 2014 and is located in Stretford, Trafford. She operates all year round from 7am to 5.30pm, Monday to Thursday, and Friday from 7.30am to 9am, with the exception of bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Lynn Richards

Inspection activities

- The childminder and the inspector discussed how the childminder organises their early years provision including the aims and rationale for their early years curriculum.
- 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 and inspector discussed how the curriculum had been implemented and the impact that this had 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2024