

# Childminder report

<b>Inspection date</b>	4 March 2019
Previous inspection date	15 September 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
Effectiveness of leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- Children are happy and content in the care of the childminder. They play well together and freely move around their environment with confidence. Children's transitions are well supported to ensure their emotional well-being is cared for.
- The childminder has high expectations of children's behaviour. They are given clear and consistent rules from an early age. They learn about the importance of being kind and considerate to others. The childminder helps children to understand the impact of their actions on their peers. As a result, they are beginning to learn about their emotions and feelings.
- Observations and assessments of children's learning are of a high standard. Gaps in learning are identified swiftly and are targeted with precision. The childminder effectively uses identified next steps in children's learning to plan exciting and interesting activities. Children relish these experiences and make good progress across all areas of learning.
- The childminder reflects on her provision very well. She seeks the views of parents and children to support her in making positive changes across her provision.
- Partnerships with parents are strong. Communications frequently take place between the childminder and parents to share information about children and their learning. This helps the childminder to support children's interests and build on their learning at home. Parents are extremely complimentary of the childminder and the care she provides.
- The childminder has developed positive relationships with schools and other early years providers. She uses information gathered from these partnerships to prepare for children's future move on to school.
- Although children have access to a large outdoor area, there are not enough opportunities available for them to develop an understanding of knowledge of the world around them.

## What the setting needs to do to improve further

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

- extend the outdoor environment and opportunities offered to children so they can develop their understanding of the wider world further.

### Inspection activities

- The inspector observed activities indoors and outdoors, and assessed the impact they have on children's learning.
- The inspector spoke to the childminder and children at appropriate times during the inspection. She took into account the written views of parents.
- The inspector carried out an evaluation of a focused activity with the childminder.
- The inspector toured the areas of the home used for childminding.
- The inspector sampled documentation used by the childminder, including policies, children's records and evidence of the suitability of all adults living in the home.

### Inspector

Shelley O'Brien

## Inspection findings

### Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. The childminder has a clear understanding of how to protect children in her care and keep them safe from harm. She updates her knowledge regularly to ensure she has a thorough understanding of the procedures to take should she have any concerns about a child in her care. She is astute to the signs, symptoms and indicators of abuse and has a good knowledge of emerging issues in child protection. The childminder has attended numerous training programmes that enhance outcomes for children. For example, the childminder has attended courses to raise her understanding of more complex safeguarding topics. Risk assessments are robust and the childminder's home is clean and safe.

### Quality of teaching, learning and assessment is good

Children have access to well-planned activities that capture their interests and keep them motivated to learn. The childminder skilfully extends children's communication and language skills at any given opportunity. She asks children challenging questions to extend their vocabulary and positively reinforces younger children's utterances and sounds. This helps them to develop their speech and self-confidence. Younger children enjoy making marks on the floor outside with chalks. Older children competently use easels for their artwork and happily discuss their creations with the enthusiastic childminder. The childminder supports children's early mathematical skills very well. She reinforces children's good understanding of shape, number and measurement. Children enjoy exploring coloured cereal and articulately discuss the colour, shape and quantity of the pieces they have. The childminder challenges children's small movement skills further by adding pipe cleaners to allow children to thread hoops. She adds transport vehicles to the cereal for younger children to follow their interests, such as scooping and pouring.

### Personal development, behaviour and welfare are good

Children benefit from well-established routines which support their learning in self-care and hygiene. They confidently dress themselves for outdoor play and know when to wash their hands to prevent germs from making their 'tummies' poorly. The childminder effectively supports children's healthy lifestyles. She provides healthy foods and ensures children have access to fresh fruit and vegetables throughout the day. Children engage in role-play opportunities that underpin their good understanding of adopting a healthy lifestyle. They discuss the ingredients they need to make nutritious pancakes. Children also talk about safety precautions and know not to touch the oven because it is too hot. The childminder arranges outings for children to extend their physical well-being.

### Outcomes for children are good

Children are motivated and eager learners. They enjoy participating in activities and playing alongside their peers. Children are acquiring the necessary skills needed for their future learning and their eventual move on to school. They have inquisitive minds and enjoy exploring their play environment.

## Setting details

<b>Unique reference number</b>	EY437577
<b>Local authority</b>	Trafford
<b>Inspection number</b>	10066459
<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</b>	1 - 9
<b>Total number of places</b>	6
<b>Number of children on roll</b>	9
<b>Date of previous inspection</b>	15 September 2015

The childminder registered in 2011 and lives in Ashton-on-Mersey, Cheshire. She operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a qualification in childhood studies at level 3.

This inspection was carried out by Ofsted 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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance *Complaints procedure: raising concerns and making complaints about Ofsted*, which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

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](mailto: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/](http://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](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at [www.ofsted.gov.uk/resources/120354](http://www.ofsted.gov.uk/resources/120354).

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: [www.ofsted.gov.uk/user](http://www.ofsted.gov.uk/user).

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

