

Childminder report

Inspection date: 21 November 2019

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

The provision is good

The well-qualified and experienced childminder leads a strong family team who support and motivate each other. She delegates responsibility to her assistants effectively. Their teamwork sets a good example to the children. Relationships in the provision are positive. Children learn to play and work together. They become helpful members of the group and demonstrate that they feel secure.

Parents comment on the kindness and patience of the childminder and her assistants. They say that children seem very happy and that they are well behaved. Parents particularly praise the home-cooked food at the provision. They say that children become more adventurous about the food that they will eat. Parents feel well informed about children's progress and well-being.

The childminder is ambitious for children's achievement. For example, she recognises the importance of children learning to express themselves effectively. She trains her assistants to use a communication and language screening tool. This enables them to identify children who may be at risk of falling behind their peers. The outcomes of the screening help the team to target their teaching effectively.

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

- Children are eager to take part in the lively events at the childminder's provision. They arrive ready to play and have fun. Children have plenty of time and opportunity to choose freely from the varied and interesting toys. Older children begin to play cooperatively. Toddlers busily explore the space and equipment. This helps them to be independent and try out their own ideas.
- The childminder and her assistants observe and join in with children's play. Their spontaneous teaching is effective. For example, an assistant interacts playfully with two-year-old children who are rolling cars down a descending wooden track. He skilfully encourages them to roll two then three cars down the track at once. This helps children to match numbers to quantities in a meaningful context. They begin to remember what the number words signify.
- Children participate readily in adult-led activities. This is demonstrated well when they join in with songs and dances played on the television. Children of all ages concentrate hard to do tricky movements, such as 'chin forward and stick your bottom out'. This helps to promote children's physical coordination and they learn words for parts of their body. The childminder's assistants join in. They praise children's effort and success and this helps to promote children's confidence. However, on occasion, the childminder and her assistants do not plan adult-led activities well enough to fully challenge every child who participates. For instance, they sometimes focus too heavily on repeating knowledge that children have already acquired.

- Children learn that reading is pleasurable. This is demonstrated when they gather round to look closely at the pictures in a storybook. The childminder's assistant builds children's anticipation as they wonder what could be making the scarecrow's coat go up and down. Her engaging manner helps to promote children's early literacy effectively.
- The childminder establishes sensible rules in her provision. This helps to promote children's safety effectively. For example, children learn that they must stay seated at the table until their mouths are empty of food. The childminder's assistant is vigilant. He gently reminds children to return to the table when they forget. This helps children to begin to regulate their own behaviour.
- The childminder encourages her assistants to improve their professional skills and knowledge. For example, one assistant has completed accredited training at level 3. The team habitually reflect on their teaching. This is demonstrated when they think about and discuss how to teach children to understand prepositions. They include positional words in their interactions with children. For example, an assistant asks a child to sit down 'next to' a named child during an activity.
- The childminder gathers information from parents when children first attend the provision. This helps to promote continuity in children's care and they settle in quickly. The childminder keeps parents informed about children's welfare. For example, she reports children's accidents and injuries to them. However, the policy for administering medicines to children is not communicated clearly enough to parents.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands the local procedures for child protection. She knows what to do if an allegation is made against her or her assistants. The childminder trains her assistants to identify signs that a child is being abused. The team regularly update and refresh their knowledge. For example, they learn about and discuss the 'Prevent' duty. They model tolerance and respect for other people. This helps children to resist the influence of extreme views. The childminder establishes strict routines that keep children safe. For instance, they carefully check that the front door is kept locked.

What does the setting need to do to improve?

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

- sharpen the planning of adult-led activities so that every child is challenged to the highest level and makes rapid progress
- give parents precise information about the procedures for administering medicines to children.

Setting details

Unique reference number	310340
Local authority	Trafford
Inspection number	10109623
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	0 to 10
Total number of places	18
Number of children on roll	27
Date of previous inspection	31 October 2013

Information about this early years setting

The childminder registered in 2001 and lives in Partington. Her provision operates all year round from 7am to 7.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder employs one full-time and two part-time assistants. The childminder and one assistant hold qualifications at level 3. The childminder provides funded early education for two-, three- and four-year-old children. She offers overnight care.

Information about this inspection

Inspector
Susan King

Inspection activities

- The inspector had a tour of the premises with the childminder. They discussed how the childminder identifies and minimises risks to children's safety in her home.
- The childminder told the inspector about her plans for the morning's activities. This helped the inspector to plan the inspection. The inspector read and discussed relevant documents.
- Teaching was observed and discussed by the inspector and the childminder. They considered the impact of activities on children's learning.
- The inspector interacted with children as appropriate. For example, she spoke with pre-school children about the pictures they were colouring in.
- One parent was spoken with by the inspector. The inspector also took account of parents' written feedback.

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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