

Childminder report

Inspection date: 10 March 2020

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

The provision is good

Children are happy and safe in the setting and enjoy their time with the childminder. The setting is homely and well organised. Children are confident and independent. They move freely around the childminder's home. Children decide what they would like to play with from the wide selection of resources and activities on offer. Younger children explore their environment and enjoy playing with dolls and prams, and competently finish puzzles. They enjoy close relationships with the childminder and regularly seek her out for cuddles and affection.

The childminder is warm and caring. She talks to parents about what children are able to do when they first start to attend. She learns about children's interests and preferences through discussions and observations. Children settle quickly. They are well behaved and demonstrate positive attitudes towards their learning. Children learn to be considerate towards each other and share and take turns in their play. The childminder provides children with a range of opportunities to make marks and be creative. Children enjoy chalking, and young children take pleasure in gluing and sticking with coloured paper.

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

- The childminder has effective systems for observing and assessing children's learning and development. She plans a range of activities which help to challenge children and enable them to make good progress. The childminder is fully committed to meeting children's individual needs. She works closely with parents and other professionals, when necessary, to help close any gaps in children's learning.
- Parents speak highly of the childminder and are very happy with the quality of education and care their children receive. The childminder has built positive relationships with parents and shares information regularly about children's progress and care routines. The childminder understands the importance of working closely with other settings children attend, to ensure that they receive continuity in their care and learning. Children are secure and content.
- The childminder helps children to learn about how to lead a healthy lifestyle. For example, she talks to them about making nutritious food choices, and the importance of eating fruit and vegetables. Children wash their hands thoroughly after play and prior to eating. Hygiene routines are well established to help to protect children's health.
- The childminder has established good relationships with the local school and works closely with them to aid children's transitions. She helps children to develop the skills they will need for the future.
- The childminder plans a range of different outings and experiences to help

children to learn about the world around them and people who are different. For instance, children enjoy going to the library and farms, and for walks in the local environment. Older children regularly discuss topics raised in school about faith, culture and modern life.

- Overall, the childminder uses a variety of effective ways to promote children's communication, listening and attention skills. Children listen attentively as the childminder shares familiar stories and they point to pictures. They explore technology resources and listen to songs. However, at times, the childminder does not provide narration or ask children to tell her about what they are doing. This means they are missing opportunities to hear rich language and test out their range of vocabulary.
- Children learn about numbers, colours and shapes as they complete jigsaws and glue craft paper shapes. The childminder introduces mathematical language, such as 'big and small' and asks children questions to challenge their understanding. However, there is scope to provide more opportunities for young children to play with things in different ways, to experiment and explore.
- The childminder understands the importance of keeping her knowledge and skills up to date. For instance, she evaluates the activities she provides and the experiences for children. She completes online research and seeks regular feedback from parents to help her to identify and make improvements in the setting.

Safeguarding

The arrangements for safeguarding are effective.

The childminder demonstrates a clear knowledge and understanding of the signs and symptoms of abuse. She has up-to-date contact numbers and procedures to follow should she have any concerns regarding a child's welfare. She has a written safeguarding policy in place, which is shared with parents. The childminder updates her training in safeguarding regularly to ensure that she is aware of current guidance. The childminder's home is safe and suitable for childminding. She uses robust risk assessment procedures to monitor the safety and suitability of her premises.

What does the setting need to do to improve?

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

- extend the range of vocabulary children can hear during play to support their communication and language skills and help to develop their speech more rapidly
- provide younger children with enough time to explore their own ideas and thoughts in play and express their interests further.

Setting details

Unique reference number	EY467093
Local authority	Trafford
Inspection number	10132581
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	2 to 7
Total number of places	6
Number of children on roll	5
Date of previous inspection	7 April 2016

Information about this early years setting

The childminder registered in 2013 and lives in Altrincham, Greater Manchester. She operates all year round from 7am to 7pm, Monday to Friday, except bank holidays and family holidays. The childminder holds an appropriate qualification at level 3.

Information about this inspection

Inspector
Suzy Marsh

Inspection activities

- The inspector had a tour of the childminder's home. She discussed with the childminder how she organises her setting and how she plans the curriculum for children.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- A joint evaluation of an activity was carried out by the inspector and the childminder.
- Several discussions were held between the inspector and the childminder at appropriate times during the inspection.
- The inspector viewed relevant documentation, including evidence of the suitability of all adults living on the premises.
- The inspector took account of the views of children spoken to on the day. Parents' views were taken account of from written feedback provided.

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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