

Childminder report

Inspection date: 11 November 2021

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	Not applicable
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What is it like to attend this early years setting?

The provision is good

The childminder forms strong relationships with children in her care early on. During the thorough settling-in process, the childminder welcomes families into the setting. Parents share valuable information, such as how to best comfort their young children. This enables the childminder to quickly establish effective routines and meet individual needs from the outset. Consequently, children settle well and are ready to learn.

Children enjoy being in the childminder's company. They interact positively with her during purposeful activities. Babies babble happily as they explore musical instruments. They focus on the childminder's face as she speaks, and they attempt to copy her as she taps a tambourine. Children develop their skills and interests in a supportive learning environment. The childminder encourages all children to have a go. She supports them in trying new things and testing their ideas. For instance, children extend their mathematical knowledge as they investigate capacity during their water play. Children build their confidence and make good progress from their starting points.

During the COVID-19 pandemic, the childminder identified that some children, particularly those with special educational needs and/or disabilities, were finding it difficult to adapt to change. She implemented new ways to help them to understand the differences. For example, the childminder used picture cards to sequence and illustrate new routines. This helped children to adjust to the changes more easily.

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

- The childminder delivers a varied curriculum. She plans exciting activities that promote all areas of learning, such as letter treasure hunts in the garden. Children are physically active as they learn letter shapes and sounds in an enjoyable way. The childminder presents seasonal treasure baskets and interesting natural items. This helps to extend children's understanding of the world. Children enjoy a wide range of learning experiences and are motivated to find out more. Ultimately, they are ready for their transition to school.
- The childminder accurately assesses children's development and plans their next stages of learning effectively. She considers the smaller incremental steps that children need to practise to gain greater competence. For example, children engage in threading challenges to develop control and grip in readiness for writing. They build their skills in sequence to help them with their future learning.
- The childminder's teaching is good. As babies explore sensory resources, the childminder demonstrates clearly how to dip fingers into coloured rice pudding

and dab it on paper to make marks. Children are curious. The childminder guides them to do the same and shows them that they too have left a handprint. This helps young children to begin to understand how they can make things happen themselves. The childminder introduces some new words in this activity, such as 'lumpy' and 'wet'. However, her focus on building vocabulary is inconsistent. The childminder does not promote young children's language development frequently enough.

- Parents are very complimentary about the childminder. They value quality communications from her about their child's welfare and development. Parents comment, in particular, on how well the childminder promotes children's emotional health. She has a sensitive, caring approach and values children's opinions. Children feel safe in the childminder's care. They express their feelings and begin to understand their different emotions. The childminder helps children to build resilience and find their place in the world.
- The childminder promotes equality, diversity and inclusion throughout the setting. Children welcome new starters and invite them to join in team games. They find out about each other's backgrounds and learn about how they are all unique. The childminder incorporates different cultures into the setting. For instance, children try new foods during Chinese New Year. They develop respect for people and their diverse backgrounds.
- The childminder encourages children to become independent and make their own decisions. She gives children plenty of choices and opportunities to practise skills such as feeding and dressing themselves. Children become confident in managing their own personal needs.
- The childminder has a genuine passion to improve outcomes for children. She has effective systems in place for ongoing evaluation. This includes working well with parents and other settings to gather information to help her to develop. Continual improvements directly benefit the children attending.

Safeguarding

The arrangements for safeguarding are effective.

The childminder ensures that her safeguarding training is up to date and puts effective measures in place to protect children. She is very alert to safeguarding issues in the wider community, such as potential child grooming and online abuse. The childminder communicates her concerns to parents and educates children to help them to keep themselves safe. She also links with other settings and supports their safeguarding awareness programmes. The childminder is confident about identifying and reporting cases of potential abuse and/or neglect.

What does the setting need to do to improve?

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

- build on the focused professional development programme to further improve teaching of early language to young children.

Setting details

Unique reference number	2535779
Local authority	Trafford
Inspection number	10208574
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	0 to 10
Total number of places	6
Number of children on roll	12
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019 and lives in Timperley. She operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3.

Information about this inspection

Inspector

Hannah Britton

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 setting.
- The childminder led a learning walk with the inspector. They discussed the curriculum, care routines and safeguarding.
- The inspector observed activities and tracked children's development. The childminder and the inspector discussed the quality of education.
- The childminder and the inspector had conversations throughout the inspection. Topics included evaluation, professional development and partnership working.
- The inspector spoke to a parent to gain their view of the setting and to find out about parent partnerships.

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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