

Childminder report

Inspection date: 15 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	Met
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What is it like to attend this early years setting?

The provision is good

Children enjoy their time with the childminder. They are happy, excited and keen to learn. The childminder develops caring relationships with children. She places a high priority on supporting their well-being. The childminder has high expectations for children's behaviour. She uses plenty of praise and encouragement. This helps children to behave well. Children are confident and polite. They speak to each other in a kind and caring way. The childminder listens well to parents. She uses this information to make any necessary improvements.

The childminder plans many interesting and exciting opportunities for children to enjoy, across all areas of learning. Children have fun mark making, painting and building towers together. The childminder is skilled at encouraging children to talk about their creations. This helps to develop their language and communication skills. Children can explain patterns that they have made and what colours they have used. They can name and match a range of shapes and count with confidence. The childminder makes sure that through each activity, children have opportunities to know more and remember more. For example, when they drew pictures of their families, they were encouraged to add detailed features to each person. Children make strong progress and achieve well.

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

- Parents said that the childminder provides their children with a wide range of activities. They commented that their children love going to the childminder's house. The childminder has adapted her practice to keep children and families safe throughout the COVID-19 pandemic. For example, parents now drop off and collect children from the doorstep to reduce the risk of cross-infection.
- The childminder uses stories well to develop children's vocabulary. Children enjoy listening to stories being read by the childminder because she makes them interesting. For example, she uses puppets and props to bring stories to life. Children can confidently predict what is going to happen next in the stories that they read. They are learning to link letters to the sounds that they represent.
- Children show a good understanding of a range of mathematical ideas. The childminder uses every opportunity to teach mathematics. She supports children's counting and number recognition skills. Children are encouraged to identify the quantities they need. They concentrate well when making their own pizzas for lunch. Children recognise the number of topping options they would like. They learn about time and how long it takes to cook their pizzas.
- The childminder plans activities that are well matched to what most children already know and can do. She makes sure that activities are based on their interests. This encourages most children to take an active part. As a result, they are keen to learn. However, on occasions, for some children, activities are not

matched as well as they could be.

- Children are taught how to lead healthy lifestyles. The childminder ensures that they spend plenty of time outdoors each day. Children have fun climbing the steps of the slide at the nearby park or visiting the local play centre. They enjoy being physically active and are very energetic. These activities help them to develop good balance and control of their bodies. The childminder also plans trips further afield. Children have great fun visiting the beach during the summer.
- Children show independence in their play and self-care skills. They wash their hands and help to tidy up. The childminder supports children to understand risk. For example, she asks children to think about why walking on the pavement is safe. Children think carefully about this and slow down to see the pavement edge. When children go on outings, they understand the importance of bringing the first-aid kit. They lovingly refer to this as their 'ambulance bag'.
- The childminder meets with other childminders to share ideas. She accesses statutory training to help keep her knowledge up to date. However, she has not had training that would help to further strengthen the curriculum she offers for all children.

Safeguarding

The arrangements for safeguarding are effective.

The premises are secure. Thorough risk assessments help to ensure that children are safe during outings. The childminder knows the steps to take if an allegation is made against herself or a household member. Robust procedures ensure that all adults living in the household are suitable to have contact with children. The childminder attends safeguarding training and keeps this knowledge up to date. She has a secure knowledge of how to keep children protected from harm. The childminder knows the referral procedure to follow should she be concerned about children's welfare.

What does the setting need to do to improve?

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

- review plans for professional development, to further strengthen knowledge of curriculum planning
- ensure that activities are matched well to children's needs, especially children who are less confident, so that they fully engage in their learning and achieve their potential.

Setting details

Unique reference number	EY446688
Local authority	Trafford
Inspection number	10144075
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 8
Total number of places	6
Number of children on roll	14
Date of previous inspection	28 July 2016

Information about this early years setting

The childminder registered in 2012 and lives in Bowden, Altrincham. She operates all year round, from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a relevant childcare qualification at level 3.

Information about this inspection

Inspector

Suzy Marsh

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 her evaluation of the setting.
- The inspector and the childminder had a learning walk together. The childminder showed the inspector around the areas of the premises that children access and discussed how she implements her educational programme.
- The quality of education and how this has an impact on children's learning was observed by the inspector. The childminder and the inspector reflected together on children's learning during activities.
- The inspector held a number of discussions with the childminder, parents and children at appropriate times during the inspection.
- The inspector reviewed relevant documentation and evidence of the suitability of persons living in the household.

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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