

Childminder report

Inspection date: 30 August 2022

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

Children benefit from a well organised, inspiring setting that is led by a passionate and nurturing childminder and her assistants. Children receive high-quality care and education and feel safe and secure. The childminder recognises children's interests and skilfully uses them to engage younger children in sensory play. For instance, an outdoor vertical tray with a painted fire on it excites children and encourages them to run to fill 'hydrants' with water. They recall a tree fire they have seen and discuss how they can fix the problem as a team. Babies are thoroughly engaged in water play and watch what happens with interest as they splash hands and toys in the water.

The childminder has high expectations for children's behaviour. She provides clear and consistent messages about how they need to keep themselves and others safe. Consequently, children build strong bonds with each other, the childminder and her assistants. Children settle quickly and display high levels of emotional well-being. They feel valued and respected, giving them the confidence to make their own choices. Children are enthusiastic learners, keen to explore and curious about the world around them. For instance, toddlers notice that the stones are heavy to lift, exclaiming, 'pew, I'm tired', as they keep on trying. All children have regular opportunities to develop skills that prepare them for the next stage in their learning.

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

- The highly qualified and experienced childminder understands how children make progress in their learning. She accurately assesses their progress and has a great understanding of what children know and need to learn next. The childminder uses this information to sequence their education well. She introduces new vocabulary which children use in their own discussions. She uses a range of strategies and assessments to expertly support children who may need extra help in their communication. All children make good progress in all areas of their learning and development.
- Children's independence is promoted well. Children learn how to put on and take off their own shoes. They find their own wellington boots before playing in the garden. Children wash their own hands before mealtimes and learn the importance of good hygiene practices. Children learn how to keep themselves healthy and are provided with balanced and nutritious freshly cooked meals.
- There is a strong emphasis on outdoor learning at this setting, and the childminder provides excellent opportunities for children to learn outdoors and be physically active in the fresh air. Children have regular opportunities to learn about the world around them. They visit local farms, gardens, outdoor spaces and toddler groups. Children are taken on daily outings to places of interest,

such as to National Trust sites where they learn about historical events. Children look at and talk about photos of themselves and others to learn about their differences and similarities. This helps them develop respect for others.

- The childminder and her assistants provide a language-rich environment. They talk to children constantly and encourage them to express their thoughts and ideas as they play. For example, children discuss what herbs they will add to their soup. The childminder encourages children to use the language of shape, number and colour as they make marks with fingers and brushes in paint. Children relish listening to stories as a group, finishing sentences which helps them to learn how to pronounce letter sounds.
- Partnerships with parents are strong. Parents' comments are extremely complimentary. They describe how they feel that 'the childminder and assistants are like family.' Parents say how much their children enjoy attending. They comment on the progress their children have made. Parents feel very well informed about their children's progress and how they can support learning at home, with extended support after working hours for any families that need it.
- The childminder monitors the practice of her assistants. She proactively seeks out training and shares her own learning with them. However, she does not yet fully consider ways she can provide more focused coaching and support to ensure that teaching is of a consistently high standard. For example, there are occasions when assistants ask questions that require only a one-word answer. This does not always encourage children to share their thinking to the fullest. Furthermore, children are not always given time to think and form their responses to the questions before they answer for them.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistants understand their responsibilities to keep children safe. They are confident in their understanding of the signs which indicate a child is at risk of harm. They understand the procedures to follow if they have concerns about a child's welfare. The childminder understands her responsibilities to promptly report any allegations against herself or her assistants. The childminder and her assistants provide a safe and secure environment for children to play in. They demonstrate a good balance of allowing children the freedom to explore the ample outdoor space and resources while keeping a watchful eye to ensure their safety.

What does the setting need to do to improve?

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

- enhance coaching methods to support assistants in identifying areas of development within their practice, to support effective questioning skills, for

example.

Setting details

Unique reference number	EY361931
Local authority	Trafford
Inspection number	10129078
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 3
Total number of places	12
Number of children on roll	13
Date of previous inspection	26 May 2016

Information about this early years setting

The childminder registered in 2007, and lives in Timperley. She works with two assistants and provides funded early education for two-, three- and four-year-old children. The childminder operates all year round, from 8am to 6pm, Monday to Friday, except for bank holidays and family holidays. She holds early years teacher status.

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 provider and has taken that into account in her evaluation of the provider.
- The inspector spoke to the childminder, her assistants and the children at convenient times throughout the inspection.
- A learning walk was completed with the childminder to discuss the curriculum intent and how the provision is organised.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- Parents shared their views of the setting in writing, which the inspector took account of.
- The childminder provided the inspector with a sample of key documentation on request.

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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