

Childminder report

Inspection date: 30 January 2023

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

The provision is good

On arrival, children greet the childminder with smiles and a 'good morning'. They are happy to be here and confidently head straight into the setting. Children independently select a book and sit quietly 'reading'. The childminder joins them and they eagerly request a story. Children immerse themselves in the story, pointing to objects and joining in with some words. Children enjoy being read to by the childminder and demonstrate their good relationships. The childminder has high expectations for behaviour and children sit at the table and wait patiently for breakfast. They chat to the childminder as she prepares this and thank her when they receive their food. Children know the mealtime routine and their behaviour is good.

Children count the stairs as they go to the bathroom. They enjoy counting to ten accurately, and the childminder continues the sequence. Later, she encourages children to sequence events and models vocabulary, such as 'next' and 'afterwards', as they chat about the day's events. The childminder uses many opportunities to promote mathematical development as they arise. The childminder assesses children's development. She makes good use of her observations during child and adult-led activities. She knows their current stage of development and what their next steps are. The childminder plans activities around their interests to motivate their engagement. She wants the children to be well equipped for their next stage of learning, and has high expectations for them to achieve their full potential.

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

- Since her last inspection, the childminder has prioritised her professional development. She is making good use of her training from a mathematics course and in relation to a language screening program. This is helping her to continually improve the quality of her provision for children.
- The childminder is confident to alter her plans when she feels children will benefit from a spur-of-the-moment experience, such as snow. Children squeal in delight as they try to catch snow and taste it. Children use all their senses as they explore this natural phenomenon and develop their understanding of the world.
- Children who speak English as an additional language (EAL) receive targeted daily support. They learn new English words during every day activities, such as when they play with a teddy bear. Children are encouraged to make him 'hop' or 'jump' and to say what the teddy is doing. The childminder supports children with EAL well and they make good progress.
- Children are confident to ask questions about other people and talk about how they are the same and what is different. Stereotypical images, such as 'boys do

not have long hair', are challenged in age-appropriate ways. Children learn to accept and respect others, including those of different cultures and religions.

- The childminder provides interesting activities. Children are engaged and enjoy using icing pens. They use them skilfully, squeezing them with appropriate pressure to draw squiggles on biscuits. Children's hand-to-eye coordination is good. However, during adult-guided activities the childminder does not continually promote children's individual learning. This dilutes opportunities for specific learning and means children do not make as much progress as they could.
- The childminder helps children to do some things independently, such as using a flannel to wash their hands and faces. However, she does not build on what they can already do for themselves. This means they are not developing the higher levels of independence of which they are capable.
- The childminder provides many opportunities for children to develop large and small muscle movement. Children show a video of themselves dancing using ribbon sticks. They talk about how they twirled the ribbons. Children recall these past events well and their physical development is good.
- The childminder promotes positive relationships and behaviour. Children begin to tidy up when they are asked. Older children help younger ones and encourage them to put books back on the shelves. Children work cooperatively.
- The childminder provides a reliable service and has good communication and relationships with parents. She is accommodating when settling children into her setting. She operates a flexible transition process according to the needs of individual families. Children do settle quickly and receive good quality care which meets their individual needs.

Safeguarding

The arrangements for safeguarding are effective.

The childminder completes a daily risk assessment which helps to ensure children can play safely. She uses some safety equipment, such as safety gates, to help her reduce potential risks. The childminder updates her safeguarding training annually. She has a good knowledge and understanding of child protection matters. She is aware of potential indicators of possible abuse and the signs to look out for. She knows who to report suspected abuse to. The childminder and children regularly practise a fire drill and an evacuation procedure. This contributes to children's learning about staying safe.

What does the setting need to do to improve?

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

- support children to continually develop a higher level of independence
- carefully consider the intentions when planning activities to help children focus

on specific aspects of their learning.

Setting details

Unique reference number	EY486849
Local authority	Trafford
Inspection number	10265194
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	6
Number of children on roll	3
Date of previous inspection	26 May 2017

Information about this early years setting

The childminder registered in 2015 and lives in the Stretford area of Manchester. She operates from 8.00am to 5.30pm, Monday to Friday, all year round, except for bank holidays and family holidays. The childminder provides funding for early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Dawn Day

Inspection activities

- This was the first routine inspection the provider 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 their evaluation of the setting.
- The childminder spoke to the inspector about their intentions for children's learning.
- The inspector observed the quality of education being provided and assessed the impact this has on children's learning.
- The inspector carried out a joint observation with the childminder.
- Parents shared their views of the setting with the inspector.
- Children interacted with the inspector during the inspection.
- The inspector observed the interactions between the childminder and the children.

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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