

# Childminder report

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Inspection date: 20 April 2023

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Not applicable

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

### The provision is good

Children are content and secure in this bright and welcoming childminder's home. They beam with smiles as the inspector arrives and confidently announce their names. Children independently choose from the childminder's high-quality resources that stir up their curiosity. They keenly investigate and experiment using resources that she provides. For example, they explore how to transport water in various containers in the garden, use mathematical jigsaws and create constructions with a range of wooden blocks.

Children love their caring childminder. They actively seek cuddles and gentle touches from her. Children and babies demonstrate that they feel safe and protected, such as when they sit on the childminder's knee when sharing stories. Babies copy the childminder's playful words, for example when she says 'beep, beep' as she helps them to move around on the small tricycles. Older children learn more sophisticated words, such as 'shoot' and 'root', as the childminder skilfully reads non-fiction books about plants and growth. Children learn much new knowledge from the childminder.

Children play in harmony with each other. They behave very well because of the childminder's high expectations and calm approach. Children learn why some behaviours are not acceptable because of the childminder's careful explanations. They use their impeccable manners when sharing toys and resources with each other. This prepares them well for when they are ready to go to school.

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

- The childminder provides a well-thought-out curriculum that ensures children develop knowledge in all areas of learning. She focuses on children's interests to develop the content of her curriculum. The childminder knows what she wants children to be able to do by the time they go to school. Children learn and remember new information well.
- The childminder thinks carefully about what children need to learn now and next. For instance, she helps younger children to learn number names by using everyday examples. Then she encourages more experienced children to count objects to understand how numbers add together. Children build on what they know and can do.
- The childminder's home is full of children's chatter, questions, songs and babies' babbles. The childminder regularly encourages children to use words to communicate with each other. Children are keen talkers. However, on some occasions, the childminder does not use the words for items that children want to play with, instead using terms such as 'them'. On these occasions, children do not learn valuable vocabulary they need to communicate well.

- The childminder uses assessment information well to decide what to teach children next. She provides children with the support and challenge that they need, meaning that all the children move forward in their learning.
- The childminder provides healthy home-made meals every day for children in her care. She is extremely organised and prepares fresh food the day before so that she does not need to spend time away from children. Children develop a very healthy attitude towards food as they eat everything on their plates, even saying 'Yummy, yummy'.
- Children learn many new skills everyday such as putting on their own shoes or going to the toilet because of the childminder's thoughtful teaching. Two-year-olds jump for joy and shout, 'I did it!' when they have succeeded in these tricky tasks. The childminder positively encourages children but does not help them to understand what specific behaviours she is praising. This makes it more difficult for children to know how to make their own behaviour even better.
- The childminder builds professional relationships with parents. This helps parents to further support their children's learning at home. Parents say that they feel they have 'struck gold' with the childminder. They value and appreciate the daily face-to-face communication they receive about their children's progress.
- The childminder carefully uses childcare funding to purchase resources to enhance children's learning. For example, she skilfully uses extra mathematical resources to deepen children's understanding of number and counting.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder attends safeguarding training. This enables her to spot the possible signs of neglect or abuse and to recognise when a child may be at risk of harm. The childminder has clear procedures in place should she have any concerns about a child or family she works with. She fully understands the procedures to follow if she became concerned about a child's welfare. The childminder ensures that children learn how to act safely. For example, she teaches them about road safety and how to come down the garden slide safely.

## What does the setting need to do to improve?

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

- improve knowledge of how children learn language so that they learn the words they need to know when naming objects
- be clearer and more precise with children about what they have done well, to further reinforce positive behaviour.

## Setting details

<b>Unique reference number</b>	2633314
<b>Local authority</b>	Trafford
<b>Inspection number</b>	10285705
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children at time of inspection</b>	1 to 8
<b>Total number of places</b>	6
<b>Number of children on roll</b>	9
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

The childminder registered in 2021 and lives in Sale. She operates during term time only from 7.45am to 5.30pm, Monday, Tuesday, Thursday and Friday. The childminder is qualified to level 6 and holds qualified teacher status. The childminder provides funded early education for three- and four-year-olds.

## Information about this inspection

### Inspector

Andrea Vaughan

### 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 their evaluation of the setting.
- The childminder showed the inspector the premises and discussed how they ensure those are safe and suitable.
- The childminder and inspector discussed how the childminder organises their early years provision including the aims and rationale for her curriculum.
- The inspector spoke with the childminder about children's learning and development with a particular focus on communication and language.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact this was having on children's learning.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector observed interactions between the childminder and 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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