

Childminder report

Inspection date:

15 December 2023

Overall effectiveness

Requires improvement

The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision requires improvement

Children display close bonds with the childminder in this highly positive and nurturing home-from-home environment. Children feel well supported and safe, and the childminder clearly enjoys her time with them. If children are ever unsure or upset, they turn to the childminder for comfort, and she quickly reassures them. This shows that the childminder knows the children very well. However, the childminder has not informed Ofsted of a new household member, which means that Ofsted has not carried out the appropriate suitability checks.

The childminder has a particular focus on developing children's early language and communication skills. She takes every opportunity to comment on what the children are doing, to explain what she is doing and to ask the children questions. She then skilfully gives the children enough time to think about what has been said and to reply, using lots of praise when the children speak. This supports children to develop their early language well and builds their confidence when speaking.

The childminder is passionate about the development of children's self-esteem and character. She thoughtfully plans opportunities for the children to make their own choices and to make their wishes and feelings known. For example, even very young children are encouraged to say what they would like to have to eat at snack time and what they would like to play with next.

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

- During the inspection, it was identified that the childminder had not notified Ofsted of a new adult living on the premises. As soon as this was brought to the childminder's attention, she took prompt and effective remedial action. She has ensured that the new household member is never left unsupervised with childminded children.
- The childminder has thought carefully about the curriculum which she offers to children. She carries out an assessment jointly with parents to find out children's starting points and next steps. She thoughtfully plans the activities on offer to ensure that all children have a wide range of opportunities to develop their skills and knowledge. This ensures that children make good progress in their learning.
- Indoors, the childminder has organised the learning environment very well. She chooses toys and books which engage and challenge children. For example, as well as children's favourite books, the childminder deliberately includes more-challenging or unfamiliar books to widen their interests and vocabulary. However, the childminder does not plan as effectively for the outdoor environment. As a result, children do not always have the same opportunities to play and learn outside as inside.
- Children concentrate hard when building a tower of bricks. They reach and

stretch up high to add another brick to the top of the tower, encouraged by the childminder. They carefully place the brick on the top of the tower, then slowly and carefully move their hand away to ensure that the bricks do not fall down. This helps to develop their physical skills well.

- The childminder takes every opportunity to develop children's early mathematical language. While children are playing with a shape sorter toy, she talks to them about the shapes and colours they can see. She uses words such as 'bigger' and 'smaller' to describe the bricks in a tower and the different sizes of toys and books. She counts out loud as the children take their shoes and coats off and points out how the birds are flying 'higher' or 'lower' in the sky. This gives children a firm foundation in mathematics and develops their vocabulary.
- The childminder takes the children to a local playgroup and on trips out to the library and nearby grocery shops. This supports children to develop their social skills and confidence in a larger group setting, when mixing with less-familiar adults and children.
- Parents are very appreciative of the highly personalised care which the childminder offers. They report that their children are happy and settled and describe it as 'like a second home'. Parents say that the childminder is warm and patient and has taken a great deal of time and care to ensure that children settle well. This supports children to feel safe and secure. Parents say that the childminder sends out questionnaires and is always open to feedback. This enables her to continually improve the provision which she offers to the children.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure knowledge of safeguarding. She knows the signs that a child may be at risk of harm and what to do in the event of a concern about a child. The childminder regularly attends training to ensure that her knowledge is up to date. She holds a valid paediatric first-aid certificate, which enables her to treat children should an accident occur. The childminder carries out regular risk assessments of the premises, inside and outdoors. This ensures that the premises are safe, secure and suitable for children to play in.

What does the setting need to do to improve?

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

- embed knowledge of the 'Statutory framework for the early years foundation stage' requirements, with particular regard to changes which must be notified to Ofsted
- develop the curriculum provided when children are learning outdoors, so that they benefit from an equally strong learning experience indoors and outside.

Setting details

Unique reference number	EY321143
Local authority	Trafford
Inspection number	10301498
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	2 to 2
Total number of places	6
Number of children on roll	1
Date of previous inspection	30 January 2018

Information about this early years setting

The childminder registered in 2006 and lives in the Stretford area of Trafford, Greater Manchester. She operates all year round from 8am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a childcare qualification at level 2.

Information about this inspection

Inspector

Sarah Gower-Jones

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 showed the inspector the premises and discussed how she ensures that they are safe and suitable.
- The childminder spoke to the inspector about children's learning and development, with a particular focus on communication and language.
- The inspector observed the interactions between the childminder and the children.
- The inspector spoke to parents during the inspection and took account of their views.
- 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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