

Childminder report

Inspection date	3 April 2019
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection: Previous inspection:	Good Not applicable	2
Effectiveness of leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The experienced and qualified childminder is an advocate for active learning. She provides children with a personalised educational programme, which captures their interests and keeps them motivated to learn. Children make good progress and are well prepared for their move on to school.
- Children thoroughly enjoy their time at this good-quality setting. Their laughter permeates all areas and their eagerness to investigate is truly palpable. Children behave well and have a strong sense of belonging.
- The childminder and her assistant teach children very well about differences and similarities. Children relish opportunities to raise money for local charities and the homeless. Children are well-rounded individuals who have a deep understanding of the diverse community they belong to.
- Children's individual creativity is supported very well. They enjoy singing, dancing and become immersed in their imaginations while enacting roles of superheroes. They show good coordination while using scissors, glue and sticky tape.
- The childminder and her assistant support children's communication and language skills very well. They listen to children with genuine interest and ask them challenging questions. Children are confident communicators who use a wide range of vocabulary.
- Self-evaluation is good. The childminder demonstrates a strong capacity to continually improve. Improvement plans are sharply focused and include the views of parents, children and the assistant.
- The childminder does not gather precise information about what children already know and can do, in order to identify accurate starting points in their learning.
- The childminder has not established a highly targeted programme of professional development for herself and her assistant, to help raise teaching to a higher level.

What the setting needs to do to improve further

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

- gather precise information when children first start attending, so that development and prior achievements can be considered fully when assessing their initial starting points
- extend the programme of professional development and raise standards in teaching and learning even higher.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector had a tour of the setting.
- The inspector spoke with the childminder, children and assistant during the inspection, read letters and cards provided by parents and took account of their views.
- The inspector completed a joint observation of an activity and evaluated this with the childminder.
- The inspector checked the suitability of all adults living and working at the setting.

Inspector
Luke Heaney

Inspection findings

Effectiveness of leadership and management is good

The childminder demonstrates strong leadership skills. She provides the relevant support, coaching and guidance to her assistant during supervisory sessions and appraisal meetings. They attend mandatory training programmes and keep up to date with changes in legislation. Overall, partnership working is good. Links with the local authority and parents are rooted in trust and respect. Risk assessments are robust and all areas of the premises are safe and secure. Safeguarding is effective. All adults working with children have undergone stringent checks and are suitable for their roles. The childminder and her assistant have a secure understanding of the signs, symptoms and indicators of abuse and neglect. They know the referral procedure and understand wider safeguarding issues very well.

Quality of teaching, learning and assessment is good

Good teaching and personalised learning experiences help all children to make good progress. Observation, assessment and planning arrangements are good. The childminder and her assistant use their secure knowledge of child development to offer children activities, which keep them motivated and enthused to learn. Children thoroughly enjoy their time at this vibrant setting. Older children giggle with delight while playing with ducklings in water. They show good concentration skills while completing creative collages and enjoy building a train track. Younger children show good physical dexterity as they ride scooters. They become enthralled while playing with toy cars and show good concentration skills while completing jigsaw puzzles.

Personal development, behaviour and welfare are good

Care practices are good. Children settle quickly and the childminder spends time getting to know children. The key-person system is highly effective and supports children's emotional well-being. Children develop secure friendships and regularly embrace each other with hugs. They tend to their own physical needs and talk about the importance of eating healthy foods. The childminder and her assistant provide children with good opportunities to be physically active. They encourage children to manage their own risks while balancing, jumping and climbing on apparatus. Children relish these opportunities and excitedly talk about using new play equipment at the park. The childminder provides children with nutritious foods and keeps them well hydrated.

Outcomes for children are good

Children are resilient, self-assured and motivated individuals. They show good perseverance and do not give up until a task is complete. They make good progress towards the early learning goals and have positive attitudes towards their learning. They are skilful mathematicians who articulately discuss the properties of two-dimensional shapes. Younger children enjoy looking at books and clap their hands in delight while playing musical instruments. Older children operate cause-and-effect toys and become excited while playing with the vast array of dolls.

Setting details

Unique reference number	EY542367
Local authority	Salford
Inspection number	10090278
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children	0 - 3
Total number of places	12
Number of children on roll	6
Date of previous inspection	Not applicable

The childminder registered in 2017 and lives in the Broughton area of Salford. She operates all year round from 7.30am to 7pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 2. She is registered to work with an assistant.

This inspection was carried out by Ofsted 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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance *Complaints procedure: raising concerns and making complaints about Ofsted*, which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: www.ofsted.gov.uk/user.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

