

Childminder report

Inspection date:

25 September 2019

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

What is it like to attend this early years setting?

The provision is good

Children are happy, settled and content in the care of the childminder. She and her assistant use their knowledge of children's interests to hold their attention. Children play confidently and explore the home and the resources available to them. Generally, the childminder has high expectations for children. However, there are occasionally opportunities to provide additional challenge to further children's learning. The childminder encourages children to keep the environment safe by tidying up after play. Mealtimes are lovely social events where children sit together enjoying their food. Children know that to promote good hygiene they need to wash their hands before meals, after the toilet and after they have played outside. Speech is well modelled to children, particularly for those who speak English as an additional language. The childminder ensures that the day is filled with song and reading, which the children really enjoy. Children use their imagination and gasp in mock fear at the appearance of the bear in 'We're going on a bear hunt'. The childminder's assistant enthusiastically brings the story to life. Children persevere as they build towers from blocks and get lots of praise from the childminder. They enjoy role play with dolls and act out real-life experiences. Children show that they feel safe and at home at the setting.

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

- The childminder develops strong relationships with children and their parents. She ensures that she finds out everything she needs to know before children start, so that children settle well. Parents talk positively about how the childminder shares information about their child with them. She gives them ideas to try at home to further support children's learning. Parents explain how the childminder seeks feedback from them on how to make improvements to the provision.
- The childminder and her assistant make great use of natural resources to bring their activities to life. For example, children are taught about how bees make honey, the part bees play in helping apples to grow and how this links to an upcoming Jewish celebration. Children are able to talk about it confidently at a later stage and so reiterate their learning. Children are keen to express their thoughts and views. However, on some occasions, the childminder and her assistant do not give children enough time to think and respond to questions before they answer for them. Children are otherwise appropriately challenged in their learning and assessments of their achievements are accurate.
- The childminder has a precise understanding of the strengths of her practice and has worked hard to address areas for improvement. Children are exposed to some truly engaging teaching about their own community and culture and aspects of the community around them. However, the childminder acknowledges that this can be developed to give children an even richer education about

cultures and beliefs outside of their own experiences.

- Children play harmoniously together. The childminder and her assistant model positive behaviours and are polite and respectful to children. In turn, the children mirror these behaviours. They are kind to their friends and there are very few quarrels. Where these do occur, the childminder and her assistant intervene appropriately and reinforce expected behaviour.
- Overall, the standard of teaching is good. Lots of support is offered to promote children's social and emotional development in preparation for the next stage in their learning. Children enjoy traditional nursery rhymes and the childminder uses these to support their emerging vocabulary. Children play outside every day and enjoy activities such as pegging clothes on a washing line. Opportunities like this are used to reinforce children's knowledge of number and colour. Items of dolls' clothing are named, counted and described by the children with some gentle prompting from the childminder. On occasions, the childminder does not give children the opportunity to show what they can do for themselves, for example to put on their own coats or to use scissors to cut out shapes independently.
- The childminder works in partnership with other providers, such as local schools. This ensures that key information about children is shared to promote continuity in care and learning.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant have maintained their safeguarding training and knowledge. They know what to do if they are concerned about a child and are aware of the action to take to ensure children's well-being. They also know what steps they should take if they have concerns about an adult's behaviour towards children. The childminder and her assistant have a good knowledge of wider safeguarding matters, such as radicalisation and extremism, and are alert to potential indicators of concern. They understand how to keep children safe in their care.

What does the setting need to do to improve?

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

- enhance existing opportunities for children to demonstrate what they know and give them more time to think and respond
- provide more ways to further support children's developing independence
- build on the opportunities offered to children to help them learn more about other cultures and communities outside of their own experiences.

Setting details

Unique reference number	EY543489
Local authority	Salford
Inspection number	10103177
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children	2 to 3
Total number of places	6
Number of children on roll	4
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2017 and lives in Salford. She operates from 9.30am to 12.45pm Monday to Thursday and 9.30am to midday on Friday, during term time only.

Information about this inspection

Inspector

Richard Sutcliffe

Inspection activities

- The childminder and the inspector completed a tour of the childminder's home together. The inspector observed the quality of teaching and assessed the impact this had on children's learning.
- The inspector spoke to the childminder, her assistant and children at relevant times throughout the inspection.
- The childminder took part in a joint observation with the inspector.
- The views of parents were considered by means of discussions held on the day.
- The inspector looked at relevant documentation and checked evidence of the suitability of the childminder and her assistant.

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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