

Childminder report

Inspection date: 17 October 2019

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

What is it like to attend this early years setting?

The provision is outstanding

Helping children to develop superb speech and vocabulary is at the heart of the childminder's ethos. For instance, the childminder encourages children to recall things they have done at home and conversations they have had. Children answer questions fluently and in full sentences. They are able to articulate their thoughts and feelings.

Children demonstrate a highly focused attitude to completing the tasks they have set themselves. For example, while dressing dolls, children do not give up until they have pulled on a difficult garment. They try different ways and talk through their ideas of how to do it with the childminder.

The childminder is extremely calm and patient. She ensures children have ample time to do things for themselves. Nothing is rushed. The childminder makes sure that her full concentration is on the children and their needs. This supports them to be self-assured and builds self-esteem in abundance.

Children exceed their expected levels of development. They progress very quickly, particularly in areas of communication and language and understanding of the world.

The childminder expertly supports children's growing independence. Children demonstrate excellent skills. For example, young children become self-sufficient at dressing themselves. They fold their own clothes and confidently attend to their own hygiene routines.

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

- The childminder is passionate about children and she strives to provide the highest quality of care. She spends time researching subjects and reading information to consolidate her already extensive knowledge. She reflects on training received and considers how best to implement new ideas into her practice. For example, she adapts how she monitors children's development and this has a positive impact on the accuracy of assessments.
- Children's imaginations thrive. Children become completely engrossed in their role play. They are meticulous in attending to the needs of their 'babies'. For instance, children take great care and time to feed, change and clean their dolls before they put them to bed and read them a story.
- Children develop strong relationships with each other. They become excited to see their friends and they play with them in a cooperative and considerate way. Children say that 'sharing is caring', as they take part in activities together.
- The childminder encourages and praises at every juncture. Children's confidence

is maximised and they become assiduous and diligent learners.

- Throughout play and routines, the childminder boosts children's mathematical knowledge. She promotes the language of size and position, and children discuss shape and colour, count regularly and talk about time. Children demonstrate an excellent grasp of mathematical concepts.
- The childminder enthusiastically encourages children to read with her and to look at books independently. She introduces lively discussions about the stories they have read and the characters in them. Children become very familiar with a wide range of books. They can re-tell stories and finish sentences as the childminder reads.
- When the childminder identifies gaps in learning, or issues with physical development, she swiftly embarks upon a course of action to support children's progress. For example, as well as encouraging parents to seek help from professionals, the childminder does her own research which provides her with new techniques to assist children's development.
- Children are mindful of boundaries and routines. The childminder guides children with clear expectations. She supports them to achieve tasks with encouragement, subtle suggestion and belief in their abilities. Children respond with enthusiasm.
- The childminder perpetually assesses her own practice. She accurately evaluates activities and reflects on how best to improve or enhance them next time. When devising activities, the childminder considers each child's learning needs and the steps required to progress to the next level. This means children are always challenged and surpass expectations.
- The childminder endeavours to provide children with a diverse knowledge of other cultures, beliefs and ways of life. She teaches them about differences between people and promotes acceptance of others. For example, when children make lanterns for Diwali, the childminder encourages them to think about the story and ethos connected to the festival.

Safeguarding

The arrangements for safeguarding are effective.

The childminder ensures that her knowledge of safeguarding is strong. She regularly updates her knowledge with training and digests any information provided by the local authority. The childminder knows how to identify signs and symptoms of abuse, including wider aspects such as how extremism may affect children's well-being. She knows the procedures for reporting such concerns. The childminder puts in place robust systems to safeguard children in her home. For example, visitors are required to read and agree to a list of conditions to ensure they are aware of their safeguarding responsibilities while they are on the premises.

Setting details

Unique reference number	EY549926
Local authority	Salford
Inspection number	10109551
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	3 to 10
Total number of places	6
Number of children on roll	7
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2017. She lives in Worsley, in the borough of Salford. She operates each weekday from 7.30am to 5.30pm, term time only. The childminder provides funded education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Karen Bingham

Inspection activities

- The inspector viewed the premises and evaluated the learning environment.
- The childminder planned an activity that both she and the inspector assessed and discussed.
- Parents' written comments were taken into account.
- The inspector observed interactions between the childminder and the children and evaluated their impact.
- Documents such as vetting information and training certificates were viewed by the inspector.

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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