

# Childminder report

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Inspection date: 22 October 2019

<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 thoroughly enjoy their time in the childminder's home. The childminder supports most aspects of children's learning very well. She provides children with a wide range of activities and experiences that help to promote all areas of development. She has high aspirations for all children and what they can achieve. Children are motivated and enthusiastic and show a positive attitude towards learning. They concentrate, persevere and are determined to succeed with tasks that they find difficult at first. For example, when children want to connect pieces together to make models, they keep trying until they achieve what they set out to do. The childminder supports children's communication and language skills extremely effectively. She works with parents to seek any additional help children may need from other professionals. The childminder is bilingual and supports children who speak English as an additional language exceptionally well. She uses their home language during play and they make good progress in learning to speak English. The childminder is a good role model. She is clear about her expectations for children's behaviour and why they are important. Children share, take turns and work in harmony when playing together. Children make close relationships with the childminder, who provides a caring and nurturing environment. They seek her out for comfort, cuddles and reassurance. Children are happy, settled and demonstrate high levels of emotional security and positive self-esteem.

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

- The childminder is a skilled and dedicated early years practitioner. She consistently updates her knowledge through personal research and professional development. The childminder accesses a wide variety of training, which is specifically targeted to improve some learning outcomes for children. She has implemented highly effective strategies she has learned from training, such as how to support children's communication and language skills effectively. This has had a huge impact on children's progress in this area of development.
- The childminder makes good use of activities to help to promote several areas of learning. For example, when children make models, she teaches them counting skills and enhances their creativity and imagination. Children make fishing rods and fish and pretend that they are fishing in a pond. They take on the role of the ice-cream seller and customer. Children ask, 'How many scoops of ice cream would you like?' When children say, 'five', they reply, 'That's too many, it's too much sugar and will ruin your teeth'.
- Children relish the time they spend outdoors and make good progress in their physical development. For example, they run, jump, climb and crawl through tunnels. They learn how to avoid obstacles and manage their own risks in a safe, controlled environment.
- Older children learn to recognise and write their name and that words carry

meaning. However, the childminder does not consistently provide opportunities to help children to develop their understanding of linking sounds to letters, to further enhance their early literacy skills.

- The childminder knows the children in her care very well. She observes their play effectively and accurately assesses what they know and can do. The childminder monitors children's progress effectively. This helps her to quickly identify any gaps in their learning and seek external intervention, if needed. This helps to ensure all children make the best possible progress.
- Children enjoy a wide range of regular outings, for example, to parks, the library, museum and aquarium. This helps children to learn through first-hand experiences about the local community and the wider world.
- The childminder teaches children the importance of adopting a healthy lifestyle. She provides them with a wealth of different fruit to choose from at snack time. Children use knives appropriately and safely when they cut up their own fruit. They demonstrate good self-care skills.
- Partnerships with parents are mostly good. The childminder involves parents in their children's learning and shares ideas about how to extend this at home. She works closely with teachers at the schools that some children also attend. This helps her to complement children's learning in the setting and supports pre-school children with the transition process.
- The childminder seeks the views of parents and children. However, she does not make best use of self-evaluation to target priorities for further improvement.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good knowledge of the referral procedures to follow should she have concerns about the health or welfare of a child. She is fully aware of the signs to look for which may indicate children are at risk from harm. She attends regular safeguarding training and liaises with the local authority. This helps to ensure that she keeps up to date about new child protection guidance, legislation or practice. The childminder ensures that children are always supervised. She carries out daily risk assessments of her premises, indoors and outdoors, so that children can play safely.

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

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

- make more use of opportunities to reinforce older children's understanding of linking letters and sounds, to further enhance their early literacy skills
- enhance the way in which self-evaluation is used, to shape ongoing improvement plans and help to raise the quality of the setting to an even higher level.

## Setting details

<b>Unique reference number</b>	EY547926
<b>Local authority</b>	Salford
<b>Inspection number</b>	10107279
<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</b>	3 to 9
<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 2017 and lives in the Little Hulton area of the borough of Salford. She provides childcare from 6.30am to 6pm from Monday to Friday all year round, except for family holidays. The childminder provides funded education for three-year-old children.

## Information about this inspection

### Inspector

Julie Kelly

### 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 childminder evaluated the quality of her teaching with the inspector, following a planned, adult-led activity.
- The inspector talked to children and the childminder throughout the inspection. She discussed with the childminder how she observes, assesses and plans for children's learning.
- Relevant documentation was checked by the inspector, including safeguarding policies and procedures, and evidence of the suitability of the childminder and other adults living on the premises.
- A parent spoke to the inspector and shared their views on the setting. The inspector also took account of the views of parents from written feedback on questionnaires obtained by the childminder.

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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