

# Childminder report

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Inspection date: 12 November 2019

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Overall effectiveness at previous inspection	Good
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## What is it like to attend this early years setting?

### The provision is good

Babies and children are very happy and well settled in the childminder's home. The childminder is extremely caring and sensitive, and demonstrates a genuine affection for the children in her care. Children make exceptionally strong relationships with the childminder and close friendships with each other. Babies snuggle up to the childminder for cuddles when they feel tired or need reassurance. This helps to promote children's high levels of confidence and emotional security. The childminder has high expectations for children's behaviour. She is a very good role model and plays alongside children to teach them how to share and take turns. Children behave well.

The childminder has a secure understanding of young children and how they learn best. The environment is stimulating, well organised and resourced with a wide range of good-quality toys and equipment. Children explore the environment independently and make choices about what they want to do. For example, babies enthusiastically delve into boxes to find their favourite cars. Older children choose to play with animals and talk about the sounds that they make. The childminder plans challenging and purposeful activities. These are tailor-made to capture children's individual interests and help them to move on to the next stage in their learning. Children develop a positive attitude towards learning and are highly engaged in everything that they do. They make good progress.

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

- The childminder is skilled and experienced. She makes good use of observations of children's play to accurately assess what they know and can do. She tracks children's progress effectively. This helps the childminder to quickly identify any gaps in children's learning and seek external support, if needed.
- The childminder seeks detailed information from parents about children's care routines and prior learning. She uses this information effectively to help her to support children's development and well-being.
- Occasionally, the childminder overlooks opportunities during children's play and routines to extend their mathematical development.
- Children particularly enjoy exploring a wide range of sensory materials, which they use in different ways. Babies investigate bottles filled with sequins, seeds and beads. They marvel at the sounds they make when they shake them. Older children pretend to make dinner with pasta. They fill up containers and pretend to eat it. Children learn through using their senses and develop good creative skills and imagination.
- The childminder regularly takes children on outings, such as to soft-play areas and toddler groups. This helps children to socialise with other children and adults away from the childminder's home. Children are very confident and

sociable. For example, they happily interact with visitors and invite them to join in their play.

- The childminder provides children with a wide range of nutritious snacks and meals. However, she does not always support children to learn about the importance of healthy lifestyles and the effect this has on their bodies.
- The childminder promotes equality and diversity very well. She creates a culture of mutual respect and kindness within the setting. Children explore an extensive range of resources that helps them to learn about the similarities and differences between people and communities. The childminder values and respects children's diverse backgrounds and provides experiences that give them a strong sense of identity.
- Self-evaluation is effective. The childminder works extremely hard to ensure she provides children and families with the best service possible. She consistently reflects on the quality of the setting and identifies priorities for improvement. The childminder makes good use of training and continuous professional development. This helps to ensure her knowledge and skills and learning outcomes for children continue to improve.
- The childminder works closely with parents and schools that some children also attend. She shares information effectively, which helps to promote good levels of consistency and continuity for all children. The childminder carries out home visits to talk to parents about children's progress. She also provides extensive support to help parents enhance their children's learning at home.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure knowledge of the signs and symptoms of abuse and neglect. She speaks confidently about her responsibility to refer any concerns about the safety or welfare of a child to the relevant professionals. The childminder consistently risk assesses her home and garden to ensure children play and learn in safety. She ensures that resources, toys and equipment are safe and suitable for the ages of children who attend. The childminder always supervises children closely and she never leaves them alone with visitors. Closed-circuit television cameras at the entrance to the property keep children well protected from unwanted visitors.

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

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

- provide more opportunities during children's play and routines to extend their understanding and enjoyment of early mathematics to enhance their knowledge of numbers, counting and comparing sizes
- enhance opportunities for children to develop their awareness of healthy lifestyles and understanding of how eating healthy food affects their bodies.

## Setting details

<b>Unique reference number</b>	EY342936
<b>Local authority</b>	Salford
<b>Inspection number</b>	10060185
<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>	0 to 9
<b>Total number of places</b>	6
<b>Number of children on roll</b>	10
<b>Date of previous inspection</b>	22 May 2015

## Information about this early years setting

The childminder registered in 2006 and lives in the Pendlebury area of Swinton, Manchester. She operates all year round from 7am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early years education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Julie Kelly

### Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The childminder completed an evaluation of a planned adult-led activity with the inspector.
- The inspector talked to children and the childminder at appropriate times during the inspection.
- Relevant documents, such as safeguarding policies and procedures and evidence of the suitability of the childminder and other adults living on the premises, were checked by the inspector.
- The childminder shared parents' written views of the setting, which the inspector took account of during the inspection.

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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E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
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