

Childminder report

Inspection date: 26 November 2019

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

The provision is good

Children settle in quickly and flourish in the calming, home-from-home environment. They are very happy, safe and secure in the childminder's care. This is demonstrated in children's exceptional behaviour and strong bonds with the childminder and each other. The childminder is kind and nurturing. She speaks to children with genuine care and respect. Children show a great deal of confidence as they navigate the environment and self-select resources.

Children display high levels of engagement. For instance, young children concentrate intently for a lengthy period of time when creating dough models. Children are given lots of opportunities to explore and test out how one-handed tools work. For example, they use a small roller to paint and print using leaves. Children enjoy singing action rhymes from memory. They relish in the praise offered by the childminder when they remember the words.

Children's communication skills are very good. They express their needs with confidence. For example, children tell the childminder when they are hungry and talk about what they would like for lunch. The childminder has high expectations for children. She works hard to build their independence skills. For instance, children learn to remove the top from a boiled egg using a spoon and cut toast into pieces.

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

- The childminder has a strong understanding of the curriculum and the different ways in which children learn. Children's interests are followed precisely, with their next steps carefully woven into play. For example, children learn new words when exploring leaves during a painting activity. The childminder teaches children that the thin lines running through the leaves are called 'veins'.
- Regular feedback from parents helps the childminder to have a broad understanding of what children already know and can do. She uses this information to plan interesting activities that ignite children's natural curiosity. Partnerships with parents are good. Parents speak highly of the childminder and the quality of care provided for children.
- Children's imagination skills are promoted well. For example, the childminder helps children to make a selection of different foods out of dough. Children are encouraged to look at the different shapes and try to guess what the food might be. However, on occasions, the childminder does not allow children enough time to think about and respond to what she has asked. This means children do not always have maximum opportunity to develop their thinking skills.
- The childminder teaches children about the community and wider world. For example, children learn about the significance of Remembrance Day in ways

appropriate to their age. They visit local museums and learn about different monuments. Children also take part in nature walks and visits to community play groups. This helps to promote their understanding of the world and develop their social skills.

- The childminder places a big focus on professional development and takes part in a selection of training. She chooses training that will support the curriculum and help raise the quality of teaching even further. For example, the childminder recently completed a training course on outdoor play. She has firm plans to use this new knowledge to enhance the outdoor area and further support children who prefer to learn outdoors.
- Procedures in place for children's transition to school are good. However, the childminder acknowledges the need to build on partnership working and share more information about children's development with other settings which they attend. This will ensure continuity of care for children.
- The childminder makes good use of opportunities to talk to children about healthy food. For instance, during a dough activity, she encourages children to make vegetables to add to their pretend meal. She talks to children about the benefits of healthy food choices.
- Young children manage their feelings and behaviour extremely well. The childminder reinforces rules and boundaries consistently. This helps children to develop a sense of right and wrong and feel emotionally secure. Children's manners are impeccable.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good knowledge of her role and responsibilities in relation to safeguarding. She is confident about the procedures to follow if she has concerns about a child's welfare. She demonstrates a good understanding of her statutory duties in relation to wider safeguarding issues. For example, the childminder is alert to possible indicators that a child or family may be at risk being drawn into extreme behaviours. Safety gates are in place to prevent children from accessing the upstairs area and the premises are secure.

What does the setting need to do to improve?

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

- allow children enough time to think about and respond to the questions they are asked, to develop their thinking skills further
- build on the ways in which information about children's learning is shared with other settings that they attend.

Setting details

Unique reference number	EY355583
Local authority	Salford
Inspection number	10109751
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	2 to 10
Total number of places	6
Number of children on roll	5
Date of previous inspection	22 August 2014

Information about this early years setting

The childminder registered in 2007 and lives Salford, Manchester. She operates all year round, from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a childcare qualification at level 3. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Kayte Farrell

Inspection activities

- The inspector looked at documents relating to the suitability of people living and working on the premises, including Disclosure and Barring Service checks and paediatric first-aid certificates.
- Children were observed jointly by the inspector and the childminder.
- The inspector took account of written feedback from parents.
- Throughout the inspection, the childminder and the inspector held relevant discussions about the quality of care provided.

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

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
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