

Childminder report

Inspection date: 22 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	Good
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What is it like to attend this early years setting?

The provision is good

The childminder and her assistant create a very calm and caring atmosphere. Consequently, children are very happy and form strong relationships with them. Children choose their own play and resources are stored so that they are accessible. Children are confident and quickly settle into activities. The childminder has a sound understanding of how children learn through their play and she has high expectations for each child to achieve and succeed. The childminder provides a well-planned environment, both indoors and outdoors, where children can feel safe and secure.

Children are well behaved. They help each other and take turns. For example, children help one another turn on the tap and confidently get their own drinks of water. Children have great fun successfully putting on different pairs of wellingtons and proudly show off each pair to the childminder. The childminder and her assistant offer praise and encouragement which helps to boost children's self-esteem and confidence. Children's self-help skills are well developed.

The childminder has worked hard to address the recommendations raised in the last inspection report. For example, the childminder regularly observes her assistant's practice and supports improvements through good supervision processes. She models good practice and makes suggestions for continual improvement.

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

- The childminder and her assistant are bilingual. They use this skill effectively to help children who speak English as an additional language. The childminder asks questions and converses with children in their home language, repeating key words in English. This helps children to communicate effectively using their growing vocabulary in both languages.
- Children make good progress from their starting points. The childminder gathers detailed information from parents about what they can already do before they start at the provision. The childminder assesses children's learning and development and identifies any potential gaps in learning. This helps in the early identification of any children who may need specialist support.
- Children are introduced to early mathematics as they play. The childminder counts items on the number line with them. This helps young children begin to understand that numbers have names and represent quantity.
- Children's communication and language skills are developing well. The childminder uses highly descriptive words to extend children's vocabulary. For example, she talks about the feel of different materials, using words such as 'soft and fluffy', 'smooth and silky' and 'warm and furry'. Children take great

delight in stroking and squeezing the materials.

- Children are learning about the wider world they live in. They learn about different festivals, visit parks and go on trips to local shops. However, equipment readily available and the experiences offered indoors do not fully support children's understanding of the natural world.
- Children's imaginations are encouraged to flourish. For instance, the childminder joins in children's play. She pretends to be a bear, with fur material wrapped around her. The children squeal with delight as she growls and crawls after them. Her assistant acts out a story and children join in excitedly using the props provided. They are very excited to catch a fish and find a pretend diamond inside it.
- Parents speak very highly of the childminder and the quality of her provision. They talk about the friendly and flexible approach she has. Parents are kept well informed about their children's learning and development through daily verbal and written communication. This contributes to meeting children's individual needs.
- The childminder supports children's understanding of healthy lifestyles. She talks about healthy choices for snacks brought from home. Children have daily access to the outdoor area. They are developing their physical skills. They have plenty of space to run around or ride on wheeled toys.
- The childminder ensures children's safety. She quietly reminds her assistant of potential hazards. For example, she reminds her to pick up toys off the floor and to encourage the children to help her. The childminder talks to the children about the risk of tripping over the toys. Children are beginning to think about managing their own risks.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant have a sound understanding of their responsibilities towards safeguarding children in their care. They are appropriately trained in safeguarding and child protection issues. They have a good awareness about any signs and symptoms that may cause concern about the welfare of a child. The childminder is confident in recognising any actions of other professionals that may cause concern. The childminder explains thoroughly the process she would follow in reporting any issues to the appropriate authorities. Robust recruitment procedures are in place and the childminder ensures that all suitability checks are carried out for those living and working on the premises. This helps to contribute towards children's safety.

What does the setting need to do to improve?

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

- develop experiences offered indoors to support and enhance children's understanding of the natural world even further.

Setting details

Unique reference number	EY404306
Local authority	Salford
Inspection number	10106146
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	0 to 4
Total number of places	18
Number of children on roll	13
Date of previous inspection	1 July 2014

Information about this early years setting

The childminder registered in 2009. She employs an assistant and can draw on other assistants as supply staff if needed. The childminder holds a relevant childcare qualification at level 3. The assistants that the childminder employs hold relevant childcare qualifications at level 2 or are unqualified. The childminder operates from 8.30am to 5.30pm each weekday for 42 weeks of the year. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Kaela Francioli

Inspection activities

- The quality of teaching was observed during activities indoors and the impact this has on children's learning was evaluated.
- The childminder led a tour of the setting to help the inspector understand how she organises the curriculum.
- Parents and children were spoken to at appropriate times during the inspection and their views were considered.
- A sample of paperwork, such as qualifications and suitability checks, was seen 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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