

# Childminder report

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Inspection date: 20 January 2020

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<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 enjoy warm, responsive relationships with the childminder in this welcoming setting. They appear settled, happy and behave well. Toddlers are confident to let the childminder know about their needs and wants. The childminder listens patiently and narrates as children use non-verbal communication, such as pointing and showing. Children beam with delight while the childminder correctly determines what they are communicating. For example, children say 'tangerine' for the first time while the childminder labels the fruit they select from the bowl. This builds children's confidence and supports their growing communication and language skills.

The childminder ensures children feel safe and secure during care practices, such as nappy changes. She sings softly to children and plays games, such as peek-a-boo, to help children feel relaxed. Children appreciate this and eagerly help to prepare the items needed, such as selecting the changing mat. They point out the coloured stars on the mat and giggle with the childminder as they sing 'Twinkle, twinkle little star'. Overall, the childminder has high expectations of children. However, at times children are not well prepared for what is going to happen next during their play and learning. For instance, children are moved on quickly from playing with toys to lying down for a nap. This causes some children to feel temporarily upset and unsettled.

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

- Parents appreciate this 'fantastic' childminder. They especially admire her 'enthusiastic and nurturing' approach. The childminder shares children's ongoing levels of development with parents, which they support effectively at home. Parents commend this childminder for treating 'every child as an individual'.
- Overall, teaching is good. The childminder understands how young children learn. She evaluates her own practice to ensure she is continuously delivering meaningful learning across the early years foundation stage. For example, the childminder encourages toddlers to strengthen their finger muscles by squeezing tweezers together. During the same activity, she promotes sharing, turn-taking and listening skills. Children's physical, social and personal skills are promoted well.
- Children develop a genuine love for reading and actively seek out stories. They carry books to the childminder and cuddle up close to her so they can enjoy the story together. Children are fascinated while looking for information in books. They point to the pictures and carefully turn the pages. Children develop good literacy skills and are well prepared for their next steps in learning.
- The childminder is a good role model. She ensures her own levels of hygiene are good and teaches children about the importance of cleaning their hands before

and after eating. This supports children's understanding of the links between good health and good hygiene. Furthermore, the childminder is committed to providing children with balanced, home-cooked and nutritious meals. Children have a good understanding of healthy living and their physical well-being is given high priority.

- Children share that the childminder makes them feel 'safe' and 'relaxed'. Older children enjoy spending time with her after a long day at school. They appreciate the wide range of resources on offer and describe the childminder as 'the best in the world'.
- Children are eager and enthusiastic learners. They show high levels of curiosity during their play and are fascinated while exploring toys. Children do not easily become discouraged when faced with challenges. They show good levels of perseverance and resilience. For instance, toddlers repeatedly try new angles and approaches when fitting small pieces of toys into place. They do not show any frustration, instead changing tactics until they are successful.
- The childminder introduces children to cultures and ways of life outside of their own very well. For example, she provides foods from around the world and traditional clothes from different cultures. Furthermore, she brings children on trips to help showcase and celebrate the differences between people. For instance, she provides opportunities for children to travel on the bus to visit various art exhibitions. This helps to support children's good understanding of the world they live in.

## **Safeguarding**

The arrangements for safeguarding are effective.

The childminder recognises the signs and symptoms which may indicate a child is being abused. She understands what steps to take should she have concerns about children's welfare. She keeps informed of wider safeguarding concerns, such as the 'Prevent' duty and female genital mutilation. The childminder confidently knows the procedures she must follow if an allegation is made against herself or a member of her household. Furthermore, the childminder ensures she holds an up-to-date paediatric first-aid qualification. This helps to ensure that the childminder can respond appropriately should a child have an accident.

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

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

- strengthen the organisation of the daily routine, to help younger children feel prepared for what is about to happen next in their play and learning.

## Setting details

<b>Unique reference number</b>	EY550091
<b>Local authority</b>	Salford
<b>Inspection number</b>	10109552
<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>	1 to 10
<b>Total number of places</b>	6
<b>Number of children on roll</b>	14
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

The childminder registered in 2017 and lives in Worsley, Manchester. She operates her service on Monday to Wednesday from 7.30am until 5pm, and then on Thursday from 7.30am until 9am and from 3.30pm until 5pm. The childminder closes her service for bank holidays and family holidays.

## Information about this inspection

### Inspector

Shauneen Wainwright

### Inspection activities

- The childminder explained her curriculum and the impact this has on children's learning to the inspector.
- Children and parents shared their feedback and experiences of the setting with the inspector.
- Various leadership and management discussions were held between the childminder and the inspector. The inspector also viewed some documentation, including suitability documents for members of the household.
- The inspector observed and evaluated the quality of interactions between the childminder and children.
- A joint observation of practice was conducted by the childminder and 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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