

Childminder report

Inspection date: 31 January 2020

Overall effectiveness	Outstanding
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Overall effectiveness at previous inspection	Outstanding

What is it like to attend this early years setting?

The provision is outstanding

This outstanding childminder and her assistant provide a welcoming home-learning environment for children. They make a very strong team and consistently promote family values, such as being polite and helping one another. This supports the development of children's unique characters exceptionally well and encourages social confidence. The childminder and her assistant form secure bonds with children and encourage children of all ages to play together. Younger children observe older children and learn from them. For example, children take turns amicably and are keen to support one another's interests. They are extremely well behaved and display high levels of self-esteem. This shows that children feel happy and safe at the setting.

The childminder has high expectations. She and her assistant are excellent role models for children to learn from. They enjoy being with children and join in enthusiastically with child-led play. For example, the childminder cleverly stretches children's knowledge of counting and adding one more as they have fun making trains longer. Children are eager to help during daily routines, such as washing fruit and cutting sandwiches into different shapes for lunch. The childminder and her assistant often sing as they work to highlight learning points and encourage children to confidently express themselves. Their interactions with children are extremely meaningful, which motivates children to learn and increases their already high levels of independence.

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

- The childminder successfully implements a highly ambitious curriculum. She carefully sequences children's learning and shares intentions with her assistant. This ensures consistent delivery of targeted education. All children progress very well. The childminder identifies any gaps in learning promptly and intervenes appropriately. She discusses concerns with parents and precisely focuses support. For example, the childminder targets speech development for children who speak English as an additional language. She introduces flash-card games to illustrate spoken words and engages parents in children's learning at home. For instance, the childminder designs learning packs to promote essential language. These methods significantly improve children's understanding and broaden their vocabulary. This helps to prepare them for their future learning and the eventual move on to school.
- The childminder and her assistant deliver high-quality education. They adapt children's self-chosen activities exceptionally well to advance their skills and knowledge. For example, children show fascination as they pretend to be doctors and dentists. The childminder presents resources to capture their interest, such as a set of teeth. The assistant demonstrates how to brush teeth.

He teaches children to read equipment such as thermometers. This enhances children's self-care skills and inspires them to employ literacy knowledge. The childminder and her assistant encourage children's curiosity with discussion about how bodies work and people who help them. Children understand technical language, such as 'stethoscope'. Such meaningful activities increase children's understanding of their health and the world around them.

- The childminder and her assistant are particularly skilled at promoting early mathematics. For example, they enhance children's knowledge of shapes with clear demonstrations and explanations. Younger children listen intently. They learn shape names as they tackle matching and sorting puzzles. Older children concentrate hard as they learn how to construct shapes. The childminder has colour-coded and numbered wooden sticks to show the properties of shapes. Children arrange the sticks, using the visual clues. They are deeply engaged in learning and make confident decisions. This develops all children's problem-solving skills and advances their mathematical knowledge.
- Children thoroughly enjoy settling down with the childminder or her assistant to read books. They fully engage children in reading. For example, they capture children's imagination as they embellish the story together. Their effective questioning techniques challenge children's ideas and initiate a discussion about feelings. This helps children to speak with increasing confidence and fluency. The childminder plans activities that are linked to favourite stories. For instance, they label pictures of characters, such as 'The Gruffalo'. This helps children to recognise letters and understand that words carry meaning.
- Rich learning experiences help children to reflect on their similarities and differences. For example, the whole setting takes part in charity fundraising events. This helps children to find out about people, families and communities beyond their own experiences. They enjoy exploring different cultures and languages as they learn about festivals, including Chinese New Year. These valuable activities develop children's respect for different backgrounds. They begin to understand what makes them unique individuals.
- Parents' and children's views are greatly valued. For example, their feedback contributes to the childminder's ongoing evaluation of the setting. The childminder's extensive professional development programme adds extra insight and expertise. This enables her to implement highly effective changes to further promote all children's well-being, learning and development.

Safeguarding

The arrangements for safeguarding are effective.

Safeguarding is central to the childminder's practice. She has robust systems in place to help to protect children. For example, the childminder completes regular training and keeps her knowledge of safeguarding issues thoroughly up to date. This increases her confidence about how to identify and manage any safeguarding concerns. The childminder expertly trains her assistant to recognise signs of potential abuse or neglect. For example, she provides very useful resources to refer to and clarifies policies and procedures. They teach children how to keep

themselves safe. For example, they educate children about online safety.

Setting details

Unique reference number	EY342654
Local authority	Salford
Inspection number	10129058
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	0 to 11
Total number of places	12
Number of children on roll	17
Date of previous inspection	4 December 2015

Information about this early years setting

The childminder registered in 2006 and lives in Irlam, Salford. She operates all year round from 8am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder works with her husband, who is her assistant. She holds an appropriate qualification at level 3.

Information about this inspection

Inspector

Hannah Britton

Inspection activities

- The inspector observed activities and discussed the impact of teaching on children's learning with the childminder.
- The childminder discussed her practice with the inspector throughout the inspection, including safeguarding, the curriculum and professional development.
- The inspector reviewed documentation, including the suitability of persons living on the premises.
- In order to assess safety and suitability, the inspector had a tour of all areas of the premises.
- The inspector read written feedback from several parents and children and took account of their views.

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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Textphone: 0161 618 8524
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