

# Childminder report

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Inspection date: 30 January 2020

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

## What is it like to attend this early years setting?

### The provision is outstanding

Since the last inspection, the experienced childminder has successfully built on the already high standard of her practice. She has further enhanced the impressive play and learning environment in her home. From the moment that children arrive, the childminder's teaching enables and inspires them to investigate and learn. This is demonstrated exceptionally well by the high-quality books that children encounter all around them. The childminder communicates her own excitement about books and words. She reads and tells stories in a way that delights children and promotes their swift progress.

Parents say that the childminder helps children to develop into confident, self-assured individuals. They comment on the incredible progress that children make in learning to speak. Parents are particularly pleased with the knowledge that children gain about their community. They say that children's rich experiences help them to understand different cultures and beliefs. Older children retain wonderful memories of the pre-school adventures that they had with the childminder.

The childminder's unfailingly reassuring manner helps children to feel secure. They readily try new experiences in her company. The childminder creates a harmonious atmosphere for children in her home. She models and expects kindness and courtesy at all times. This is demonstrated when the childminder tactfully encourages two-year-old children to share toys and to consider other people's feelings. Children, therefore, absorb rules and principles that help them to regulate their own behaviour as they grow.

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

- The well-qualified childminder skilfully implements useful information that she acquires from a range of professional development activities. Recently, the childminder trained to use a language-screening toolkit. She welcomed and learned from the individual coaching provided by a speech and language therapist. This has helped the childminder to further extend her professional skills and knowledge. During the next stage of the project, she will offer support to other childminders who come to borrow the toolkit.
- The childminder helps children to develop a healthy attitude to food. This is demonstrated at snack time when two-year-old children discard their crusts and ask for more toast. The childminder helps them to consider that if they have left some of the first piece of toast, they may no longer be hungry. This common-sense reasoning helps children to think about their appetite. They begin to make informed, independent decisions about how much food is enough.
- The childminder's superb understanding of how children learn enables her to get them thinking at every opportunity. For example, when they visit a country park,

the childminder leads children on a listening walk. They make a list of the sounds that they hear. Conversation becomes excitable and informative when they hear then see a steam engine chug across the bridge. The walk helps children to acquire meaningful new vocabulary. They practise distinguishing one sound from another. In a related example, children giggle when the childminder breaks their spoken names into separate sounds. They join in and from a young age begin to isolate and sequence the sounds in familiar words.

- The childminder pinpoints challenging next steps for children's learning. For example, the childminder recognises that children are ready to recall and sequence events in familiar stories. She repeats traditional tales in memorable ways. For example, children and the childminder visit the bridge at the park to dramatise 'The Three Billy Goats Gruff' story. In a further example, the childminder makes little cone-people characters for the stories. Children take them home and share with parents what they recall about the stories. This promotes children's confidence and memory.
- The childminder ably incorporates numbers into every part of the day. For example, at the role-play shop children find out that the price label tells them how much something costs. In a further example, they learn that numbers help them to put things in the right order. Children practise this when they follow the numbered instruction cards to prepare a pizza for lunch. Then, when the pizza is ready to go in the oven, children find out that numbers also help them to measure the cooking time.
- The childminder expertly stimulates children's curiosity about the world. For instance, children become interested in ducks. They find out about them by watching the ducks at the park. Children learn more when the childminder reads out facts from an information board near the duck pond. At the childminder's house, children remember what they saw and learned. The childminder prompts further thinking when she skilfully introduces a question for them all to investigate. They plan to find out what colour baby ducks are. The children are eagerly anticipating the ducklings appearing on the pond in the spring.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder demonstrates unmistakeable commitment to promoting children's welfare. She knows when and how to seek advice and support from other agencies. The childminder attends training that helps her to keep her safeguarding policy and procedures relevant and up to date. For example, the childminder learned more about internet and social-media safety at a local childminder meeting. She modified her safeguarding procedures to take account of older children's need to access homework on school websites. The childminder teaches children to manage risks safely. For example, children stay by the kitchen door when the childminder takes the pizza out of the oven. They know that she uses oven gloves because the tray is very hot.

## Setting details

<b>Unique reference number</b>	307261
<b>Local authority</b>	Salford
<b>Inspection number</b>	10109606
<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>	2 to 12
<b>Total number of places</b>	6
<b>Number of children on roll</b>	6
<b>Date of previous inspection</b>	28 May 2015

## Information about this early years setting

The childminder registered in 1999 and lives in Salford. Her provision operates Monday to Friday all year round from 7.30am to 5.30pm, except for bank holidays and family holidays. The childminder holds a qualification at level 3. She provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Susan King

### Inspection activities

- The inspector observed teaching and learning activities. She discussed with the childminder the impact of the activities on children's progress.
- Documents used in the provision were discussed as appropriate and included checking the suitability of all adults living at the premises. The inspector considered the childminder's procedures for keeping children's personal information safe.
- Parents had provided written feedback about the childminder. The inspector took account of this.
- The inspector observed and spoke with children. For example, children told the inspector why they had to stay by the kitchen door to watch the childminder take the pizza out of the oven.

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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