

Childminder report

Inspection date: 30 June 2021

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children feel secure and content in the homely and nurturing environment. They choose from a variety of suitable toys. For example, children pretend to make cakes, filling cake cases with pasta. The childminder joins in with children's play and offers cues and new vocabulary. For example, she says, 'shall we put the cakes in the oven' and 'let's be careful because the cooked cakes could be hot'. Children sing confidently and use new language as they play.

Children relish their time in the childminder's garden. They laugh and giggle to show what a great time they are having. Children practise filling and emptying containers. They use water butts with taps to measure out quantities of water and compare if they are full or empty. Children maintain focus and have the freedom to test out new learning. For example, children work together to open the tap on a water butt and carefully tip it up to gain a faster flow. They grow in confidence as they learn new skills and vocabulary, such as 'sieve' and 'container'.

Children spend lots of time out and about in the local community. The childminder adapts her provision in line with COVID-19 (coronavirus) safety precautions, with more frequent handwashing and maintaining social distancing. However, she ensures the children experience normality as much as possible. For example, they continue to go to the local supermarket to buy fruit to cut up for their snack. Children bring home books from weekly trips to the library and delight in listening to their chosen stories.

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

- The childminder regularly assesses what children can do and plans appropriate next steps in learning. Furthermore, the childminder is flexible to accommodate children's emerging interests. For example, the childminder adjusts the daily routine to enable the children to continue to play undisturbed with building bricks or in the garden.
- The childminder gathers detailed information from parents about their child at the start. She keeps parents updated with daily notifications about children's care and learning. The childminder shares ways for parents to continue children's learning at home. Parents are extremely complimentary and say that they have excellent relationships with the childminder.
- Children are mesmerised by the childminder's wonderful energy and facial expressions. The childminder is skilled in talking to children and introduces new vocabulary as they play. This helps children to connect new learning to what they are doing and develop communication and language skills. Overall, she helps to promote children's listening and understanding. However, she does not always ensure that children have fully understood the meaning of some of these

words before she gives more information and instructions.

- Children display impressive confidence in doing things for themselves. For example, they use small-muscle skills to peel tangerines, cut through avocado and cut cheese into cubes with safety knives. Younger children visit the nose-blowing station to blow their nose and discard of tissues in the bin. The childminder uses every opportunity to allow children to have a go at completing challenging tasks for themselves. Children show perseverance. They capably steer pushchairs through a narrow space on their way to the garden, with gentle encouragement from the childminder.
- The childminder is enthusiastic and passionate about the children she looks after. She uses feedback from local authority advisers and external professionals to enable her to accurately reflect on and evaluate her provision. She effectively decides which is the most appropriate training to support her children and her own continued professional development. The childminder recently completed training on how children's language skills develop. She effectively used her new learning to assess children's progress in communication and language. As a result, the childminder uses some effective strategies to encourage children to talk more often in small groups.
- The childminder uses spontaneous moments to support children's understanding of the world. For example, the childminder encourages the children to listen to the sound of a refuse lorry outside. Children are eager to go and watch the vehicle, so the childminder takes everyone out to the path to watch the refuse lorry emptying bins. The children excitedly recall what they observed to the inspector.
- Occasionally, the childminder does not provide consistent messages to support children's understanding of behavioural expectations. This sometimes impacts on their positive interactions with peers. Overall, children behave positively and show kindness towards each other. The childminder remains calm when children's emotions escalate and effectively re-engages children in their play. The childminder shows children wooden spoons with facial expressions. This assists children's awareness of when friends are sad or happy and develop an awareness of feelings.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a strong awareness of her responsibility to keep children safe. She has made prompt cards that she uses to remind her of the procedures. She has the local safeguarding partnership information available if she needs to report a concern about a child. The childminder uses her observations to identify any changes in children's behaviour or well-being. She has knowledge of wider safeguarding issues in relation to domestic violence and county lines. Careful consideration is given to fire safety in the childminder's home. She ensures that she has clear evacuation plans in place. The childminder ensures her garden is secure. She also helps to keep children safe on outings by walking, using reins and only visiting familiar places.

What does the setting need to do to improve?

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

- allow enough time for children to process information, consider and respond to questions and develop their understanding
- be more consistent with behaviour management strategies so that children know what is expected of them.

Setting details

Unique reference number	EY552107
Local authority	Salford
Inspection number	10174048
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children at time of inspection	2 to 2
Total number of places	3
Number of children on roll	2
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2017. She lives in Salford, Greater Manchester. She provides childcare each weekday from 9am to 1pm during term times.

Information about this inspection

Inspector

Dee White

Inspection activities

- This was the first routine inspection the childminder has received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken this into account in her evaluation of the setting.
- The inspector and childminder discussed how the environment is set up. The childminder explained the curriculum she offers.
- The inspector evaluated activities with the childminder and discussed the quality of education and learning opportunities she provides.
- Parents were spoken to and their views were taken account of.
- The inspector observed the children at play and tracked their experiences and learning.
- The inspector reviewed documentation, including paediatric first-aid certificates and insurance certificates.
- The inspector checked the suitability of the childminder and household members.

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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