

Childminder report

Inspection date: 15 July 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 are happy and extremely settled at this warm and welcoming setting. The childminder ensures that children have high levels of well-being and feel secure. She develops nurturing and positive relationships with them. Children show curiosity and confidence as they approach visitors. They learn to take turns and share toys, guided well by the childminder.

Children engage well during their play and learning. They enjoy filling containers with sand and watch as the sand is poured out. Children develop good number recognition as they use toy telephones, correctly naming the numbered buttons. They learn how to use glue sticks to stick cotton wool onto paper. Children show excellent physical dexterity as they independently and confidently walk up and down steps, and as they climb up the ladder to use the slide.

Despite disruptions in attending the setting due to the COVID-19 (coronavirus) pandemic, children have adapted remarkably well. As parents do not go into the setting as they usually would, the childminder makes sure that information is shared with them on a daily basis. This continual sharing of information ensures that children can continue to learn and develop at home. Parents praise the childminder for being 'amazing' and enabling their children to 'develop quickly' and 'learn new things'.

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

- The childminder provides a welcoming and stimulating environment for children, which enables them to thrive. She explains that all the children are 'part of the family'. Self-evaluation is accurate and realistic. The childminder identifies that strengthening her programme of professional development is a priority, in order to further improve her skills and knowledge.
- Children are provided with a curriculum which follows their interests and builds on what they already know and can do. For example, children learn about the different weather types in our country. They strengthen their small-muscle skills as they explore the texture of 'cloud dough' and make pretend 'ice creams'. Children delight as they shake coloured sprinkles on top of the dough. Children listen to the noise that the wind makes and explore as they splash in puddles during wet weather.
- Many experiences are offered to children to extend their understanding of the world around them. For example, children go to football and playgroup sessions each week. They benefit from trips to the farm and local parks. The childminder eagerly shares a new book about travelling to different places, which she intends to use to help children to learn further about the similarities and differences between themselves and others.

- Overall, children's communication, language and literacy development are well promoted. Children freely access a good range of quality books. For example, during their play, children independently select and look at their favourite book, 'Twinkle, Twinkle, Little Star'. The childminder encourages children to sing as they play and encourages them to speak. However, some of these interactions are not fully effective in developing children's communication and language skills to the highest level. For example, the childminder does not always model sounds and words correctly. In addition, some of the questions asked are too narrow and do not fully promote children's further learning.
- Partnerships with parents are excellent. The childminder ensures that detailed information is collected from parents when children first start. This helps the childminder to accurately assess children's starting points. Detailed and ongoing assessments, which are completed with parents, ensure that next steps in children's learning are identified effectively. These are monitored well, and children are supported to make good progress.
- Care practices are good. Children drink water and eat nutritious, home-cooked food. Throughout the day, children's growing independence is well promoted. For example, children are encouraged to get their own plates and cutlery in readiness for lunchtime. They learn the importance of handwashing and how to eat food using forks. The childminder supports children to learn how to be kind to others.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has completed safeguarding training and keeps her knowledge around child protection up to date. She has a secure understanding of how to keep children safe and protected from harm. She knows the actions to take should she become concerned about children's welfare. Robust procedures ensure that all adults living in the household are suitable to have contact with children. The childminder understands the steps to take should there be an allegation made against herself or a household member. She understands wider safeguarding issues, such as forced marriages and the 'Prevent' duty. She completes ongoing risk assessments which ensure that the premises are safe and secure.

What does the setting need to do to improve?

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

- refine the programme of professional development, to supplement knowledge of how to further support children's learning and raise the quality of education to the highest level
- strengthen the knowledge and skills needed around the correct modelling of language, to help to further develop children's communication and language

skills.

Setting details

Unique reference number	EY554035
Local authority	Salford
Inspection number	10174266
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	6
Number of children on roll	1
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2017. She lives in the Swinton area of Salford. Sessions are Monday to Friday, 7.30am to 6pm, all year round except for family holidays.

Information about this inspection

Inspector

David Lobodzinski

Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the childminder, and has taken that into account in his evaluation.
- The childminder and the inspector completed a learning walk and tour of the premises.
- The inspector observed the interactions between the childminder and children throughout the inspection and evaluated the impact this had on children's learning.
- The inspector held discussions with the childminder and children at appropriate times during the inspection.
- A telephone conversation with a parent enabled the inspector to gain their views.
- Relevant documentation was reviewed by the inspector, including evidence of the childminder's training and qualifications.

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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