

Childminder report

Inspection date: 27 April 2022

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children are content in the childminder's welcoming home. When they require reassurance, they approach her for a cuddle. The childminder has made adaptations in response to the COVID-19 pandemic to ensure that children access a range of social experiences in the community, such as regular walks and trips to the library. These experiences help to enrich children's social skills.

All children demonstrate deep levels of concentration and engagement. They confidently choose what they want to play with. They are thrilled as the childminder brings out the musical instruments. They show great rhythm as they dance along to the loud sounds they make. Children are keen to show off their newly developed skills. For example, as younger children begin to take some steps independently, they proudly walk across the room, glowing with pride. Children have a can-do attitude and make good progress in their learning.

Children's feelings are acknowledged throughout the day. They receive plenty of praise to help boost their self-esteem. They are kind to their friends and use good manners. They have fun and giggle together as they hop along to songs. Younger children become excited as their friends 'reappear' during a game of peekaboo.

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

- The childminder establishes positive relationships with parents. She communicates with them daily to keep them informed about their children's day and achievements. The childminder shares suggestions with parents to enhance learning at home, such as ways to support children's language development through stories and singing songs. Parents say that their children have learned lots of new skills since they have started.
- The childminder places great importance on supporting children's communication and language development. She uses her interactions to teach new vocabulary and provides a commentary as children play. She ensures that children know a range of nursery rhymes and skilfully pauses as they fill in words from the songs. The childminder believes that language development is 'the gateway to all areas of development'.
- The childminder responds to children's ideas and enhances their learning experiences. For example, older children delight as they dress up and take on the role of the 'doctor'. They use all available resources to ensure that the doll 'feels better'. The childminder uses this opportunity to join in with their play to introduce new language and to encourage all children to take on different roles regardless of gender. Children show deep levels of concentration and engagement during activities.
- The childminder uses her observations of children as they play to assess their

development. She plans activities and supports children to achieve what they need to learn next. However, systems are not yet in place to ensure that information is shared between the childminder and other settings where children attend. This has an impact on the continuity of education for these children.

- Overall, children are developing the skills required in readiness for school. The childminder supports children to tune into sounds in the environment, such as birds and vehicles as they pass the window. These experiences support children's early literacy skills. However, children who show eagerness to write their names have fewer opportunities to practise this skill as resources are not always accessible.
- Children have enjoyable opportunities to develop their mathematical understanding. For example, the childminder uses children's love of songs to introduce counting. Children begin to use some numbers as they sing along with the childminder.
- The childminder is keen to continue to develop her provision. She responds to feedback from families, children and other agencies. She recently enhanced opportunities to support children's physical skills following feedback from a health visitor. The childminder is keen to access additional training to enhance her practice further. Recent training has helped to raise her understanding of how to support children's communication and language skills.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure understanding of her role to safeguard children. She is aware of the signs that may indicate a child is at risk of harm and the procedures to follow to raise her concerns. The childminder ensures that her home is safe and secure and she supervises children closely at all times. At mealtimes, she ensures that younger children's food is cut up in a way to reduce the risk of choking. The childminder has signed up to an initiative to ensure that her home is smoke free. She supports the children to begin to understand ways to keep themselves safe, such as by talking about road safety when they walk to the park.

What does the setting need to do to improve?

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

- develop partnerships with staff at other settings where children attend, to enable sharing of information about children's progress and next steps to promote continuity in children's learning
- build on the experiences provided to fully support children's interests in their early writing.

Setting details

Unique reference number	EY233486
Local authority	Salford
Inspection number	10219699
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	1 to 10
Total number of places	6
Number of children on roll	6
Date of previous inspection	2 August 2016

Information about this early years setting

The childminder registered in 2002 and lives in Lower Kersal, Salford. She operates all year round from 8am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a relevant qualification at level 3. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Rebecca Weston

Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in their evaluation of the setting.
- Children communicated with the inspector during the inspection.
- The inspector observed the interactions between the childminder and the children.
- Parents shared their views with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector and the childminder had a learning walk together to discuss the childminder's intentions for children's learning.
- A joint observation of a communication and language activity was observed.

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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