

Childminder report

Inspection date: 3 May 2022

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

All children, including those with special educational needs and/or disabilities (SEND), benefit from attending this calm and friendly childminder. Children feel happy and safe. They develop a strong relationship with the childminder and regularly go to her for cuddles. The childminder knows the children well and promptly meets their needs as they communicate that they are hungry or tired.

Children enjoy looking at interactive books and press the buttons to make sounds. This supports their early literacy skills. Children delight in a spontaneous game of hide and seek. They run away and listen carefully to key words and instructions from the childminder on what they need to do next. This helps the children to learn to take turns as they hide and find their friends, and supports their speech and language development. As a result, children are developing their communication and social skills.

Children are developing an understanding of the world as they enjoy watering the strawberries and vegetables that they are growing in the garden. They develop their physical skills by jumping over tree stumps and climbing the steps of the slide. Sensory experiences are provided alongside favourite toys. This encourages children to explore different textures and try new things.

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

- The childminder has extensive knowledge and experience of supporting children with SEND. Information-sharing prior to children starting ensures that the childminder can support all the children in her care. This ensures that children's needs are met from the outset.
- Children are offered a rich and sequential curriculum, which has been broken down into smaller and realistic steps to meet their needs. The childminder has high expectations for the children and, as a result, they are making good progress.
- The childminder frequently adapts her provision to meet the needs of individual children. For example, a calmer environment is created for children who struggle with too much sensory stimulation. This ensures that children can reach their fullest potential from the outset.
- Partnerships with parents are strong. Parents speak highly of the childminder, who they describe as 'patient' and 'supportive'. They value the childminder and her vast experiences of caring for children with SEND. The childminder demonstrates a clear understanding of and empathy for the journey that parents are on. This has a positive impact on the well-being of the children and their families.
- The childminder works closely with other professionals to help support children

with SEND. She provides regular updates on their present needs and the progress children are making. The childminder also contributes to children's education, health and care plans to ensure consistency. The childminder helps parents to understand the role of the professionals involved and the processes to secure any support and intervention needed. This ensures that children can reach their full potential.

- Children with SEND who are non-verbal are supported well by the childminder. She consistently surrounds children with language to develop their communication skills. However, the childminder is less experienced and knowledgeable in supporting communication for children without SEND. She is not as clear on the strategies that she could use to promote their emerging language and vocabulary.
- The childminder worked throughout the COVID-19 pandemic to provide much needed support to parents and ensure consistency in routines for the children. For some children, the return to a normal routine was a struggle. The childminder ensured that their well-being was a priority during this time. As a result, children's confidence is growing, and they are adapting to being back in their routine and socialising again.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of her role and responsibilities for keeping children safe. Keys to external doors are kept out of reach, and the garden has locked gates and high fences. The childminder has an up-to-date knowledge of the possible signs and symptoms of abuse and what to do if a child may be at risk of harm. The childminder is aware of whistle-blowing procedures and circumstances that may attract families into extreme behaviours.

What does the setting need to do to improve?

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

- develop knowledge of strategies to support children's early communication skills.

Setting details

Unique reference number	2508232
Local authority	Salford
Inspection number	10207775
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	1 to 9
Total number of places	6
Number of children on roll	6
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019 and lives in Little Hulton, Manchester. She offers care on Monday and Tuesday from 7am until 6pm, and Wednesday to Friday from 7am to 9am and 3pm to 6pm, all year round, except for family holidays. The childminder holds an appropriate early years qualification at level 6.

Information about this inspection

Inspector

Jenny Burgeen

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 childminder.
- The childminder spoke to the inspector about their intentions for children's learning and the curriculum being offered.
- The inspector observed the interactions between the childminder and children.
- Parents shared their views of the setting with the inspector.
- The childminder and inspector completed a joint observation.

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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