

Childminder report

Inspection date: 4 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	Requires improvement
--	----------------------

What is it like to attend this early years setting?

The provision is good

The childminder has only recently returned to childminding and is focusing on the care of the youngest children. Babies are warmly welcomed into a safe, clean home and enjoy a caring and nurturing relationship with the childminder. Babies are happy and settled. The childminder is mindful that babies born during the COVID-19 pandemic have had limited social interaction outside their immediate family. The settling-in process is very well used to support babies as they separate from their parents. Parents are initially encouraged to stay with their baby and explain individual sleep and feeding routines. This means that babies benefit from consistent care routines. For example, the childminder reads the story chosen by their parent before gently rocking the baby to sleep.

Babies enjoy a broad range of activities which help them to make good progress and provide a strong foundation for their future learning and development. Babies have excellent opportunities to develop their core strength through regular 'tummy time'. They smile happily as they enjoy songs and rhymes with the childminder. Babies excitedly wave their arms and reach out to grasp hold of their favourite brightly coloured animals as the childminder sings 'Old MacDonald Had a Farm'.

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

- Physical development is particularly well promoted. Babies are routinely encouraged to reach for and hold interesting play materials, such as small bottles containing different-coloured liquids and glitter. Young babies watch keenly as the childminder twists and turns the bottles before encouraging them to hold them independently.
- The childminder has a good understanding of each child's capabilities and is clear about what she wants babies to learn next. She is knowledgeable about the importance of developing babies' core strength to help them to achieve recognised milestones. This includes sitting, crawling, standing and walking independently. The childminder is less confident in her knowledge and understanding of the educational programme for older children.
- The childminder provides a varied range of sensory experiences. With support from the childminder, babies enthusiastically explore a wide range of textures. For example, young babies enjoy patting the water with their fingers and scrunching different breakfast cereals.
- The childminder values each child as an individual. Regular outings help to raise babies' and children's awareness of the local community. However, the childminder does not always make full use of ways to raise children's understanding of the lives of others, to help children to develop positive attitudes towards diversity and inclusion.
- The childminder is a positive role model and demonstrates that she understands

how to promote good behaviour through positive reinforcement.

- Close partnership working with parents contribute successfully to children's emotional well-being. Parents are very well informed about their babies' time with the childminder. The childminder explains how she is supporting babies to make progress. She offers suggestions to help parents to continue to support their babies' learning and development at home.
- In the main, the childminder manages her setting effectively. She has completed required training, such as paediatric first aid and child protection training. She has also undertaken further professional development through reading relevant documents and books. This has helped to increase her knowledge and understanding of ways to plan and deliver a well-sequenced curriculum for children under three years old.
- The childminder is committed to improving the quality of her provision. She is aware that training to further improve the quality of education provided for children over two years old has been limited. The childminder has accurately identified further training needs to improve outcomes for all children.

Safeguarding

The arrangements for safeguarding are effective.

Risk assessments are completed and all reasonable steps to remove, minimise and manage risks are taken by the childminder. The childminder has a clear understanding of her role and responsibility regarding child protection. Recent training and updated guidance from the local authority mean that the childminder understands the procedure to follow if she is concerned about a child's welfare. This includes her responsibility to notify the local authority designated officer in the event an allegation is made against the childminder or a member of the household. Sleeping babies are very closely monitored. The childminder is very mindful of safe sleeping and discusses best practice with parents to help keep sleeping babies safe.

What does the setting need to do to improve?

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

- extend the programme of professional development in order to construct a highly ambitious curriculum for children aged three years and over
- strengthen the educational programme to deepen children's understanding of diversity beyond their immediate family and culture.

Setting details

Unique reference number	EY555073
Local authority	Salford
Inspection number	10199003
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	0 to 1
Total number of places	6
Number of children on roll	1
Date of previous inspection	28 May 2021

Information about this early years setting

The childminder registered in 2017 and lives in Broughton, Salford. She operates all year round from 7.30am to 1.30pm, Monday to Thursday, and from 7.30am to 12.30pm on Friday, except for family holidays. The childminder holds an appropriate early years qualification at level 3.

Information about this inspection

Inspector

Vickie Halliwell

Inspection activities

- The inspector discussed any continued impact of the COVID-19 pandemic with the childminder and has taken that into account in their evaluation of the setting.
- The inspector observed the quality of education being provided. She assessed the impact of the activities on children's learning. She discussed with the childminder how the curriculum is planned and implemented.
- The childminder and the inspector discussed how the teaching observed extends children's understanding and links to the learning intentions for the children.
- The inspector looked at relevant documentation and evidence of the suitability of adults living on the premises.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2022