

# Childminder report

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Inspection date: 10 May 2022

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

## **What is it like to attend this early years setting?**

### **The provision is good**

Children are happy in the childminder's home. They instantly feel at ease in her company and part from their parents confidently. Children smile and show interest in the resources the childminder offers to them. They listen very well and eagerly participate in the carefully planned activities. Children learn about what makes them unique and to notice differences in others. They discuss different hair types and facial features. The childminder makes the children laugh as she places a pretend moustache on her face. She encourages children to recall knowledge about anyone they know with hair on their face. The childminder uses topics that enthuse children. They develop their knowledge across all areas of learning. Children contentedly participate in songs. They tap out the rhythm with musical instruments and show very good listening skills. Children practise customs to deepen their understanding of Judaism while being able to express their own interests. Children excitedly recall the details of the fancy dress costumes they wore at recent celebrations.

Children show kindness towards each other, for example as they offer chairs for friends to sit on. Older children guide and help younger children when tidying up. They learn how to work together to take pride in their surroundings. They ensure that toys are not left on the floor, and they keep each other safe. Children's behaviour is excellent.

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

- The childminder considers each child as a 'precious' individual. She helps them to make good progress in their learning and provides personalised support. She is clear in her plans for what she wants children to learn next. Right from the start, she gathers information from parents about children's interests and what they already know and can do. She makes plans for learning based on this.
- Opportunities for children to develop their awareness of other ways of life which are different to their own are included in the curriculum. For example, the childminder talks to children and shows them pictures of homes from around the world. She includes opportunities in her conversations to discuss customs from other countries. Children play with small-world figures and talk about the disabilities people may have.
- The childminder places emphasis on encouraging children to talk confidently and hear new language. She speaks to children with great enthusiasm in English and Yiddish. The childminder helps children to develop their home language as well as new vocabulary in English. She has identified that children will benefit from support with their pronunciation of letter sounds. She ensures that she talks slowly and clearly to aid children's understanding. The childminder brings the stories she reads to life very well. She engages children well to be actively

involved, which helps their listening skills. She asks children questions about the characters in the story and provides children with props to act out parts of it.

- Mathematical language is used skilfully during planned activities. For instance, children measure quantities of ingredients into containers and count out collage items for a sticking activity. They learn that their eyes are at the 'top' of their face, their nose is in the 'middle' and mouth is at the 'bottom'. Children demonstrate that they remember these words and their meaning as they too recall numbers and counting in their play.
- The childminder recognises that older children like to help out with daily tasks and often includes opportunities for them to do so in their play. However, she provides limited opportunities for children to practise their independence skills. For example, she often does things for children, such as pouring drinks and turning on the tap for them to wash their hands, when they are capable of practising these skills for themselves.
- Parents are happy with the childminder and say that she is very kind and warm towards their children. They comment on how quickly their children settle. They appreciate the time the childminder has taken to find out about their children before they start. Most parents know what their child has been learning while with the childminder. However, they are not provided with ideas or suggestions on how to extend children's learning at home.
- The childminder takes children out for walks to deepen their awareness of nature. For example, she shows children how an apple tree changes throughout the year and helps them to look for bugs and insects. Children develop their understanding and compassion for living things.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has appropriate knowledge of who to share concerns with about the children she looks after. She completes training on wider safeguarding issues which helps her to keep her knowledge up to date. The childminder is vigilant to changes in children's lives and parents' behaviour that may be a cause for concern. She knows who to report concerns to about other family members. The childminder's home is orderly, clean and safe. She maintains direct supervision of children at all times. She ensures that children are kept safe while on outings and that any injuries are recorded and monitored as required.

## What does the setting need to do to improve?

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

- extend the range of opportunities available for children to practise their independence skills, for example when carrying out small tasks
- provide parents with information and guidance on how they can help to extend

their children's learning at home.

## Setting details

<b>Unique reference number</b>	EY551347
<b>Local authority</b>	Salford
<b>Inspection number</b>	10143501
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children at time of inspection</b>	2 to 3
<b>Total number of places</b>	5
<b>Number of children on roll</b>	5
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

The childminder registered in 2017 and lives in Salford. She operates from Monday to Sunday during term time only. The childminder works flexible hours to meet the needs of families. She provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Dee White

## 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.
- The childminder explained to the inspector how she organises her environment and plans her curriculum.
- The childminder and the inspector discussed the quality of the childminder's teaching.
- The inspector observed the interactions between the childminder and children to assess the childminder's knowledge of teaching and impact of her curriculum.
- The inspector spoke to children and parents at appropriate times during the inspection.
- Documentation was checked by the inspector, including evidence of paediatric first-aid training, insurance certificates and children's registration details. The inspector confirmed the suitability of residents at the provision address.

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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