

# Childminder report

---

Inspection date: 6 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	Requires improvement

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

### **The provision is good**

Children are engaged, happy and excited during their time at the childminder's setting. They are eager to learn and independently explore the array of resources on offer. Children show pride in their own successes, cheering and clapping when they achieve personal goals. They watch as their peers try to stack and balance toys and offer encouragement and support. They show genuine care and friendship to one another. Children are particularly engrossed by the new experiences offered to them. For example, they examine fruits they have never seen before. They marvel at the different textures and describe the fruit as 'good and squishy' before indulging in a taste test.

Children spend large amounts of time outdoors. They thrive in this environment. They race around the garden hunting for objects of different colours. Children show high levels of maturity. They talk about their own emotions and the feelings of their friends. They use different movements to help describe these emotions, such as stomping their feet to represent anger. Children have warm relationships with the childminder and her assistants. They feel secure in their presence. They confidently welcome the inspector and even offer her hugs as they feel safe in the company of these familiar adults.

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

- Children behave well. They offer support, encouragement and affection to one another without prompt. They use good manners and are respectful to one another and to the childminder and her assistants. This is carefully modelled in return by the adults. This helps to create a welcoming atmosphere which supports children to learn effectively.
- The childminder provides a well-thought-out curriculum which she adapts to meet the needs of every child. She, alongside her assistants, delivers the curriculum in an effective, engaging manner which sparks the interest of children.
- Children are curious learners. They are excited to read stories, play games and interact with their peers. They giggle with delight as they gather around the childminder and her assistants for adult-led learning. For instance, children are enthralled by a story about emotions. They talk about their own experienced emotions and recall times when they have felt sad or happy. They articulate their learning in an impressive way, showing impact from the high-quality teaching they receive.
- The childminder is evaluative. She regularly assesses all areas of her provision and considers ways to continuously improve. She monitors the practice of her assistants and encourages them to access tailored training to continue to upskill their approaches. Children benefit from this as the eager assistants use their

new knowledge to further improve the quality of teaching they deliver.

- Children's communication and language skills are particularly well supported. The childminder and her assistants ask children thought-provoking questions and give them time to process them and respond. This helps to build children's critical thinking skills. Children especially enjoy when the childminder and her assistants pose problems to them, asking them to find helpful solutions. Children rise to the challenge. For instance, older children consider simple number problems. They use their counting skills and teamwork to find accurate solutions. This also supports their emerging mathematics skills. All of these are useful skills to have in the preparation for children's upcoming move to primary school.
- Parents value the childminder. They appreciate her effective communication which helps them to feel 'updated and involved' in their children's ongoing development. They comment that they are 'thankful for the love and care' their children receive. The childminder recognises the importance of working in partnership with parents.
- Outdoor play is a strength of the setting. Children relish the regular opportunities for fresh air and physical play. However, some minor hazards in the outdoor area need attention. The childminder recognises this and has long-term plans in place to further improve the outdoor space. However, more effective risk assessment is needed to ensure that the area is free from unnecessary risks. Importantly, these risks do not pose a significant danger or impact to children.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a sound understanding of her role and responsibilities. She ensures that her assistants have a thorough understanding of the procedures they must follow if they have concerns about the welfare of a child. The childminder and her assistants know the agencies they must contact if an allegation is raised against a person living or working on the premises. They have current paediatric first-aid training, which helps them to know how to respond should a child have an accident. The childminder has successfully created a culture of vigilance and awareness. This helps to support children's safety and welfare.

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

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

- strengthen risk assessment procedures to ensure that minor risks to children are swiftly rectified, particularly with regards to the outdoor area.

## Setting details

<b>Unique reference number</b>	EY555480
<b>Local authority</b>	Salford
<b>Inspection number</b>	10122779
<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>	0 to 11
<b>Total number of places</b>	18
<b>Number of children on roll</b>	28
<b>Date of previous inspection</b>	21 August 2019

## Information about this early years setting

The childminder registered in 2018 and lives in Salford. She operates all year round, Monday to Friday from 6.30am to 8.30pm, except bank holidays and family holidays. The childminder works with four assistants and holds qualified teacher status. She provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Shauneen Wainwright

### 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 inspector viewed the setting and discussed the safety and suitability of the premises.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- A joint observation of an activity was conducted by the inspector and the childminder.
- Parents shared their views on the setting with the inspector.
- The inspector talked to the assistants at appropriate times during the inspection and took account of their views.

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](mailto: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/](http://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](mailto: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](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2022