

Childminder report

Inspection date: 19 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

Children behave well in the setting as they understand the clear rules that are set out for them. They know the routine well and are developing positive attitudes to learning as they work within the clear boundaries. For example, children use a sand timer to help them know how long they can use equipment for before they share it with their friends. Children are happy in the setting as they play and explore in a safe environment that nurtures them. They are excited to share their experiences and accomplishments with the childminder and her assistants. Children who have been absent from the setting for a period of time have settled back into the childminder's care well.

All children are making good progress in all areas of their learning and development as they participate in an ambitious curriculum. The childminder and her assistants have high expectations of children. Children develop their personal, social and emotional skills as they learn about different emotions and the various times they might experience these emotions. Children benefit from a consistent approach to their care and education as the childminder and parents work closely together.

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

- Children have good opportunities to learn about the world around them. The childminder and her assistants teach children about diversity. Consequently, children are developing their understanding of similarities and differences that distinguish them from others.
- The childminder and her assistant develop children's understanding of mathematics effectively. For example, children use shapes to create buildings, working out how they fit together. As a result, children learn that when they put shapes together, they make new shapes.
- Children have ample opportunities to develop their physical skills. For example, they develop their climbing skills as they use the ladder up to the slide and develop their balancing skills as they walk across the wooden bridge. Therefore, children are using their gross motor skills competently.
- The childminder and her assistants make story time interesting and exciting. They read children's favourite stories with enthusiasm. As a result, children use language to explain what might happen next and are developing a love of books.
- The childminder and her assistants offer children lots of praise and encouragement. They support children to test out their own ideas and recognise the efforts they make. Therefore, children are growing in confidence and show respect for each other.
- The childminder has previously undertaken some training in communication and language to help her to develop children's speaking skills. However, she has not

undertaken recent training related to teaching. She recognises that further professional development will enhance her knowledge and skills and those of her assistants to the highest levels.

- Children have good opportunities to explore and investigate a range of materials. For example, they enjoy playing in rice with bowls and spoons. As a result, children are discovering what they can do with different resources and are learning about cause and effect.
- The childminder and assistants support children to develop their imagination. For instance, children take on roles in a pretend shop and explore their ideas about what people might do. This allows children to explore their interests, building on their existing knowledge.
- Children are developing their skills in being independent. They make choices about what they want to play with and wash their own hands. As a result, children are capable of undertaking tasks for themselves.
- Children are competent in using their communication and language skills. The childminder and her assistants talk with children as they are playing so that children hear lots of language. They model the correct pronunciation of words for children. Consequently, children are using language to organise and clarify their ideas and feelings.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistants have a good knowledge and understanding of the signs and symptoms of abuse. They know what to do if they are concerned about children or another adult. This helps to protect children from harm. The childminder and her assistants use the curriculum to teach children about safety. They help children to understand how to negotiate physical equipment in a safe manner. As a result, children are learning how to play in a safe way and understand the measures they need to take to reduce any potential risks.

What does the setting need to do to improve?

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

- seek wider training opportunities to further develop knowledge and raise the quality of teaching to an even higher level.

Setting details

Unique reference number	2538603
Local authority	Salford
Inspection number	10215277
Type of provision	Childminder
Registers	Early Years Register
Day care type	Childminder
Age range of children at time of inspection	2 to 3
Total number of places	18
Number of children on roll	9
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019 and lives in Salford. She operates all year round from 9am to 4pm, Monday to Friday, except bank holidays and family holidays. She provides funded early education for two- and three-year-old children.

Information about this inspection

Inspector

Joanne Ryan

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 showed the inspector the premises and discussed how she ensures that they are safe and suitable.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- The childminder and her assistants spoke to the inspector about their intentions for children's learning.
- Children spoke to the inspector during the inspection.
- The inspector observed the interactions between the childminder, her assistants and the children.
- Parents shared their views on the setting with the inspector.
- The childminder provided the inspector with a sample of key documents on request.

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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