

Childminder report

Inspection date: 16 May 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Outstanding
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 benefit from a wide variety of activities that are enjoyable and exciting. The childminder considers children's interests and abilities to provide a challenging and stimulating environment. Children have good opportunities to build on what they already know. They are eager to participate in the experiences on offer and make good progress from their starting points. The childminder seeks guidance from other early years professionals when areas for further development are identified in children. Along with her assistant, the childminder has high expectations of children. They support children in developing social skills and encourage them to challenge themselves.

Children show a good understanding of their personal care needs. They are aware of the importance of regular handwashing and good personal hygiene practices. Children enjoy nutritious snacks. They learn to cut fruit and vegetables, while talking about the importance of having a healthy diet.

Children develop a strong sense of belonging while in the care of the childminder. She teaches them how important they are and how they fit into their community. Through books and resources, the childminder helps children to understand family life, important festivals and to develop a good understanding of their world. For example, they begin their learning by developing an understanding of themselves and their families, before moving on to looking at their wider community and the diverse world they live in. The childminder extends children's understanding of equality by helping them to appreciate that everyone is unique and has differences to be celebrated.

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

- The childminder has clear aims for her curriculum. She regularly makes assessments of children's progress and identifies areas for further development. For example, children's language and communication skills are supported and developed through the effective use of a daily storyboard that outlines activities and routines. This helps children to develop new words, such as 'later', 'after' and 'before'. Supported by the skilful childminder, children are gaining confidence in sharing their wishes about what they want to do.
- The childminder shares information with parents and carers about what their children have learned and what they can do. She provides information about what they will be working on next. Positive partnerships are in place with parents. The childminder has offered valuable support to parents throughout the pandemic. For example, the delivery of doorstep activities helped children to continue with their learning. Parents speak highly of the childminder and the early education their children receive. However, parents do not routinely share

what their children can do at home to allow the childminder to build on these new skills in her provision.

- Children behave well. They are beginning to understand the importance of showing each other respect and tolerance. The childminder helps children to talk about their emotions and how their friends may be feeling. Children understand their daily routine and confidently follow the tasks given for the day. For instance, children know to tidy away their toys before they get their coats and shoes on for outdoor play.
- Children benefit from outdoor play. They have opportunities to develop their physical skills through climbing, riding bikes and playing chase. Children learn about caring for their gardens through carefully planned resources that allow them to water and tend to plants independently. They investigate flowers and the newly growing grass, asking questions and discussing their findings with each other.
- The childminder regularly reflects on her provision and practice. She has clear ideas on how to enhance the provision to allow children to explore and experiment more often. Children's views are taken into account.
- The childminder encourages children to express themselves through arts, crafts and their imagination. A wealth of creative resources give children ample opportunity to create and explore different textures and materials. For instance, children lose themselves in books and immerse themselves in painting. They recall previous learning by developing scenarios within their small-world play and bringing figures of people that help them to life.
- Children's personal development is outstanding. Children delight in listening to the noises and rhythm the rain makes on the roof, talking about volume and impact as the noise changes. The childminder is astutely aware of each child's needs and purposely identifies opportunities to develop their skills and talents.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good knowledge of her role in protecting children from harm and keeping them safe. She has a secure understanding of the signs and symptoms of abuse and neglect, including more complex issues. The childminder knows the procedures to follow should she have any concerns about a child in her care. She implements procedures effectively to keep children safe and secure. For example, she completes regular risk assessments for the indoor environment and when children are playing outdoors. The childminder explains to children why they are unable to use particular equipment in the rain. Children discuss and look for ways to make equipment safe. This shows that they are beginning to understand the importance of keeping themselves safe and managing risks. The childminder ensures she follows a rigid safer recruitment process. Assistants receive regular training and are monitored to ensure their ongoing suitability.

What does the setting need to do to improve?

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

- extend strategies to encourage parents and carers to exchange information about their children's learning, to further support children's development.

Setting details

Unique reference number	EY559128
Local authority	Salford
Inspection number	10190548
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	2 to 3
Total number of places	6
Number of children on roll	7
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2018 and lives in the Salford area of Manchester. She operates from Monday to Thursday, 1pm to 3.30pm, during term time only. The childminder holds a relevant level 3 qualification and works with a qualified assistant.

Information about this inspection

Inspector

Shelley O'Brien

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 inspector and the childminder carried out a joint observation together to reflect on the quality of teaching and learning.
- The childminder showed the inspector around the areas of her home used by children and explained how she supports learning and development.
- The inspector considered the views of parents and children as part of the inspection.
- The inspector reviewed documents and evidence of the suitability of assistants and held discussions with the childminder and her assistant.

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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