

Childminder report

Inspection date: 31 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 thrive in the care of this experienced and nurturing childminder. On arrival they help to hang up their belongings and smile as they see the activities provided for them. Children who require some reassurance when they see visitors are immediately supported. The childminder gently reminds them that they are safe and that she will look after them. Children feel secure in their surroundings.

Children demonstrate positive attitudes towards their learning. They involve themselves in a wide range of exciting and purposeful activities. They excitedly hunt for different-shaped balls inside boxes and smile as they pour lentils into containers and hear the noise that they make. Children concentrate for long periods at activities of their choosing and those planned by the childminder.

Children benefit from a curriculum that builds on their skills. They take part in activities that match their interests. For example, children who enjoy scooping, pouring and filling are provided with a range of opportunities to develop this skill. They show great pride as they use these skills to feed themselves with a spoon at mealtimes.

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

- The childminder ensures she continuously improves her practice. She regularly visits the library to research into child development and to gather ideas to further enhance her curriculum. She accesses a range of professional development opportunities to further develop her practice. She is knowledgeable and committed in her role.
- Children benefit from the experiences the childminder provides to develop their physical skills. They use their large muscles to push along prams and to carry objects. They throw balls to the childminder with confidence. Children stack objects on top of each other, once this has been modelled by the childminder. These opportunities help children to develop their strength and coordination.
- Children enjoy exploring books with the childminder. They excitedly turn the pages of the 'Five Little Ducks' story. Children smile with happiness as the childminder begins to sing along to the words. They use their fingers to count the ducks. Children are developing a love of stories and songs.
- The childminder skilfully teaches children early mathematical concepts as they play. For example, as children build towers with bricks, she points to each one and counts to five. She introduces language such as 'bigger' and 'smaller' as children use the different-sized funnels. The childminder encourages children to problem-solve as the lentils fall out of the bottom of the funnel. These enjoyable activities provide children with opportunities to develop their early mathematical skills.

- Strong parent partnerships have been formed. Parents receive regular updates about their children's progress. They say that their children get excited as they approach the childminder's home. Parents value the activity ideas that they receive to enable them to extend learning opportunities at home. They describe the childminder's setting as a 'home-from-home' environment.
- Overall, the childminder supports children's communication and language development. She introduces new words such as 'crunchy cucumber' as children eat their lunch. She remodels language to ensure children hear the correct pronunciation of words. As children play outside, the childminder encourages them to tune into the sound of the 'pitter patter' of the rain. However, on occasions, she can ask too many questions and does not allow enough time for children to respond.
- Overall, the childminder has high expectations for children's behaviour. Children have formed good relationships with each other. They smile as they open the window in the role play house and see the other children. The childminder introduces the language of emotions when reading stories. For example, she talks about how the duck might feel, using words such as 'sad' and 'happy'. However, the childminder's high expectations are not consistent across the provision. For example, children climb on furniture to access the nappy changing area. This does not promote high expectations for children's behaviour and safety.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her role and responsibility to keep children safe from harm. She demonstrates a clear understanding of how to recognise and report any concerns about a child's welfare. The childminder and her assistant attend regular safeguarding training to keep their knowledge up to date. The childminder is alert to behaviours that may indicate a child or family may be at risk of being drawn into extreme behaviours. The childminder regularly assesses her home for potential risks to ensure it is safe and secure for children. She supervises children well, including when they are sleeping and eating.

What does the setting need to do to improve?

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

- enhance the use of questions so that children have time to think and respond
- review the organisation of the provision to ensure children are encouraged to follow the highest possible expectations for behaviour and safety at all times.

Setting details

Unique reference number	EY560888
Local authority	Salford
Inspection number	10190632
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	1 to 1
Total number of places	9
Number of children on roll	3
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2018 and lives in Salford, Manchester. She operates during school term time from 12pm to 3.45pm, Monday to Thursday. The childminder holds an appropriate qualification at level 3 and works with an assistant.

Information about this inspection

Inspector

Rebecca Weston

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 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 inspector observed the interactions between the childminder and children.
- A joint observation of a communication and language activity was completed by the inspector and the childminder.
- Parents shared their views on the childminder 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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