

Childminder report

Inspection date: 30 June 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 are happy and safe. They are warmly welcomed by the childminder and her assistants and enjoy the time they spend with them. The childminder's home is bright and well organised. When they go out, children learn about road safety, staying with the group and safe behaviour. Children follow instructions well. For example, they dispose of their own tissues and sit at the table when asked. Children behave appropriately for their age. They are learning to take turns and share resources. The childminder and her assistants teach children of all ages to consider the needs of others and they develop firm friendships.

Children have good attitudes to learning. They make choices throughout the day about what they want to do next. Children are making good progress in all areas of their learning and development. The childminder has high expectations for children. Children enjoy burying and finding plastic characters in sand. They have fun experimenting covering their own hands and watching the sand as it falls through the holes in their fingers. Children problem-solve and test out new ideas with the support of the childminder and her assistants. For example, children enjoy exploring the glue and cutting paper and straws skilfully. All children are ready for their next stage in learning.

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

- The childminder has a good understanding of how children learn and develop. She finds ways to promote children's listening and attention through their interests. For example, the childminder uses circle time to encourage children to think about the day's weather and sing together. She provides children with additional materials to deepen their understanding of the activity. However, some group activities are not sharply focused on each child's individual next steps in learning. This means, at times, some children lose interest and concentration.
- Children receive tailored settling-in sessions to ensure they feel happy and secure. The childminder works closely with parents to gather detailed information about their child before they start. She supports children to be independent. For example, children wash their hands, drink water, feed themselves and help to tidy away resources. All children behave well.
- The childminder has a good relationship with her assistants and offers some feedback to help develop their knowledge and skills. However, feedback is not always specific enough to help assistants to raise their practice to a higher level. For instance, assistants do not always know how to adapt their teaching to consistently support children's learning.
- Children are learning how to use books for pleasure and to obtain information. Children sit together to share favourite stories with the childminder's assistants.

They all have opportunities to contribute, such as by turning the page or counting pictures. Children like to act out stories. For example, they pretend to be characters in a story falling into a hole, peering into the hole and toppling across the floor.

- The childminder provides many opportunities for children to mark make and practise their early writing skills. Children draw circles on the wall in chalk and use water with brushes to copy over them. Older children show how their writing is emerging as they make wavy and straight lines across pages in notebooks.
- Children have many opportunities to develop their mathematical skills. This is because the childminder and her assistants introduce mathematical language as children play and throughout routine times of the day. For example, children count the steps as they go into the garden. In addition, younger children correctly identify 'straight lines' of pegs in a board.
- Children learn some of the ways that they can keep themselves healthy. They share nutritious snacks, get daily fresh air and have lots of exercise. Children go on regular walks to the park, where they can play on large equipment. This supports them in their physical development.
- Parents speak positively about the setting. They are happy with the information the childminder provides them with about their children's learning. Parents feel that their children have made good progress in their development since starting with the childminder.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistants know how to keep children safe and promote their welfare. They have a good understanding of how to recognise any signs that children may be at risk of harm or extremist behaviour. They know how to contact relevant agencies in the local area to seek advice or to make referrals. The childminder has a clear safeguarding policy which she uses to underpin her practice. She undertakes regular safeguarding training to keep her knowledge relevant and up to date. The childminder keeps her assistants updated on any new requirements and legislation.

What does the setting need to do to improve?

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

- refine the implementation of group activities to focus more sharply on children's individual next steps in learning
- strengthen supervision, coaching and mentoring to help assistants to improve their practice even further.

Setting details

Unique reference number	2576187
Local authority	Salford
Inspection number	10239519
Type of provision	Childminder
Registers	Early Years Register
Day care type	Childminder
Age range of children at time of inspection	1 to 3
Total number of places	12
Number of children on roll	9
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2020. She lives in the city of Salford, Manchester. She provides childcare Monday to Friday from 8.45am to 1.15pm, term time only. The childminder has an appropriate qualification at level 3.

Information about this inspection

Inspector
Suzy Marsh

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 they are safe and suitable for children.
- The childminder spoke to the inspector about her intentions for children's learning.
- The childminder and the inspector discussed how the curriculum had been implemented and the impact this had on children's learning.
- The inspector spoke to the childminder, her assistant and the children at convenient times throughout the inspection.
- The childminder provided the inspector with a sample of key documents on request, including evidence of the suitability of household members.

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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