

Childminder report

Inspection date: 8 July 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 settled and confident in the warm and welcoming environment. They eagerly greet visitors as they arrive and are keen to involve them in their play. Children proudly show how they can make 'special gems' with the magnetic blocks. They work together to build the blocks tall. Children show a strong sense of belonging. They explore the environment with ease, using the plentiful resources on offer. Children move between the indoor and outdoor play areas. They have lots of opportunities to be active, supporting their physical development.

Children have an excellent bond with the childminder who has pride and passion for her role. The childminder has high expectations for every child which she models with respect and kindness. Children excitedly gather on the mat to share stories. They listen to stories intently, working together as they guess what happens next. The childminder helps children to take turns choosing nursery rhymes. They giggle as they race to carry out the different actions to the rhymes. Children respond positively to the childminder's gentle reminders to wait their turn. Children feel safe which helps them to behave well. This is supported by the clear routines and boundaries in place. Children make good progress in their learning.

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

- The childminder teaches children to be independent in their self-care skills. Children count to 10 as they carry out their handwashing routine. They understand how to safely cut fruit at snack time. Children are also supported to pour their own drinks from a jug. These practices also help children to develop coordination and physical skills.
- Children are encouraged to engage in conversation to extend their speaking and listening skills. The childminder talks to children about their recent trip to the shops. She encourages children to discuss what they bought and how the different foods taste. The childminder repeats back words clearly for younger children to reinforce pronunciation.
- Children begin to recognise risks and keep themselves safe. The childminder reminds children to use both hands when using the slide. Children listen and respond to the childminder as she reminds them to be careful as they climb and run in the garden.
- Children with special educational needs and/or disabilities (SEND) are very well supported. The childminder knows how to access support from other agencies to ensure children who may have SEND receive the support they need. Additional funding is used wisely to support the individual needs of children, such as the recent purchase of sensory equipment.
- Parents are complimentary of the childminder. They comment on her kind nature. Parents describe how happy their children are in her care. They praise

the childminder for the rich experiences she gives to their children.

- The childminder engages in continuous development to maintain the good level of care and education she provides. She uses ongoing research and training to keep her knowledge updated. The childminder meets with relevant professionals and other childminders to share good practice.
- The childminder uses observation and assessment to identify what children need to learn next. However, she does not consistently consider these next steps when implementing planned activities. Consequently, not all learning experiences build on children's prior knowledge and help them to remain engaged.
- The childminder introduces children to mathematical concepts in play which helps to embed understanding. She uses words such as heavy, light, big and small as they play outside. Children exercise their physical and coordination skills as they carefully pour oats from one container to another. They fill and empty buckets with water as they pretend to clean the outdoor toys. The childminder encourages children to observe the foam they create from squeezing the sponge with their hands.
- The childminder uses her knowledge of children and their backgrounds to help give them the best possible start to their early education. Children have regular opportunities to learn about where they live. They enjoy trips to toddler groups, forest school, parks and other local attractions. The childminder places a large focus on outdoor play to support children who do not have a garden.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good knowledge of how to keep children safe. She discusses signs and symptoms that might indicate that a child is at risk from significant harm or abuse. The childminder demonstrates a secure understanding of local safeguarding procedures. She describes the steps she must follow if concern for a child's well-being arises. The childminder is aware that some families might be vulnerable to extreme views or ideas. She is also aware of the process to follow should an allegation be made against her or if she should witness malpractice from another professional.

What does the setting need to do to improve?

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

- implement children's next steps more sharply during planned activities to help them to remain engaged.

Setting details

Unique reference number	2502443
Local authority	Salford
Inspection number	10191753
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	3 to 10
Total number of places	6
Number of children on roll	3
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019 and lives in Eccles, Salford. She operates all year round, from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded education for three-year-old children.

Information about this inspection

Inspector

Aisling Culshaw

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 gave the inspector a tour of the areas of the home that are used for childminding purposes and discussed how the curriculum is organised and implemented.
- The inspector observed the quality of education. She assessed the impact this has on children's learning and development.
- A joint evaluation of an activity was carried out with the childminder.
- The inspector held discussions with the childminder. She looked at relevant documentation, such as the suitability of the childminder including her qualifications.
- When appropriate, the inspector spoke to children throughout the inspection.
- The inspector took account of the views of parents through reading the written feedback provided.

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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