

Childminder report

Inspection date: 14 July 2022

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children are safe and well cared for. They and their families are warmly welcomed by this very experienced childminder. Children feel secure in this caring home-from-home environment and value their time with the childminder. They demonstrate a strong sense of belonging and are very familiar with their surroundings and the routines of the day. Children move confidently between the rear sitting room and the outdoor play area. Although space is limited, children enjoy a broad range of well-planned activities. Their excitement builds as they anticipate well-prepared activities, and they are not disappointed. They giggle excitedly as they dip the toy dinosaur's feet into different-coloured paint to make footprints. The childminder skilfully builds on children's engagement. She joyfully suggests that children might like to look in the bag to see what else they can use to make prints. Children's delight is visible as they clasp their hands together in anticipation. Children's learning is further enhanced by a varied weekly routine that excites them. They enjoy visits to carefully selected toddler groups, the library and local parks.

During the COVID-19 pandemic, the childminder continued to work closely with parents to help minimise any disruption to the curriculum and children's learning. She is very mindful that children have had fewer opportunities to develop their social skills. To help address this, she returned to group activities at the earliest opportunity. Children are well supported as they learn how to make friends and build their confidence in social situations.

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

- The childminder skilfully uses a topic-based, seasonal approach to help her plan a broad and balanced curriculum. She uses her sound knowledge of children's interests and their current capabilities to provide individual support that builds on their previous learning. Children are eager to learn and are developing the skills and attitudes they need to help them succeed in school.
- Overall, the educational programme for mathematics is strong. Mathematical concepts and language are continuously woven into children's play and routines. For example, children are encouraged to count how many, and make size, weight and height comparisons as they play with different-sized dinosaurs.
- The childminder supports children physical development well. Children enjoy a wide range of activities that help them to develop flexibility in their wrists and muscle strength in their hands and fingers. This helps children to develop their dexterity in preparation for eventual handwriting. Children use small tools, such as scissors and pipettes, with increasing skill. Older children confidently request and cut their own fruit for their mid-afternoon snack.
- The childminder is mindful of the negative impact of the pandemic on some

children's speech. She models language well and monitors the progress of children's communication and language skills closely. Children enjoy songs, rhymes and stories as part of their daily routine. However, children's independent access to books is limited to a small selection. Although these are regularly rotated by the childminder, the limited range and availability means that children are not fully supported to develop their love of books.

- The childminder is a positive and consistent role model. Expected behaviours are clearly explained and children behave well. The childminder gives high levels of praise and encouragement, which motivates children to keep trying and develop a positive attitude to learning.
- The childminder helps children to learn about the importance of a healthy lifestyle, including good oral health. Children are encouraged to brush their teeth after meals. They enjoy a range of healthy snacks and benefit from daily opportunities to be physically active in the fresh air. This helps to promote their good health and well-being.
- The childminder provides some opportunities for children to learn about themselves and the lives of others. Real experiences, as children see and meet people in the local community, are supported by positive discussions. This strengthens children's awareness of others in society and helps to prepare children for life in modern Britain.
- Partnerships with parents are strong. Parents are very complimentary about the quality of care and education their children receive. Electronic communication is used effectively to share information. The childminder knows the children and their families very well. She is well informed about what children know and can do when they start, in addition to their lives and routines outside her care. This helps to ensure a truly shared approach to children's care and learning.
- The childminder is well organised and manages her setting well. She is committed to providing high-quality provision and reflects on all aspects of her childminding. She is aware that some opportunities for professional development have been limited during the pandemic, but is committed to further raising the quality of the education she provides.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure understanding of her role and responsibility regarding child protection. She has a written policy and relevant contact details. This means she can implement appropriate procedures without delay if she is concerned about a child's welfare. This includes in the event of an allegation being made against herself or a member of the household. The childminder implements effective risk assessments to keep children safe in her home and while on outings. Age-appropriate explanations help to raise children's awareness of how they can help to keep themselves safe when using small tools or climbing on large equipment.

What does the setting need to do to improve?

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

- improve the presentation and accessibility of books, to further encourage children's love of books
- extend the programme for professional development to help raise the quality of education to the highest level.

Setting details

Unique reference number	307226
Local authority	Salford
Inspection number	10065686
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	2 to 9
Total number of places	6
Number of children on roll	6
Date of previous inspection	23 June 2016

Information about this early years setting

The childminder registered in 1995 and lives in Swinton. She operates all year round, from 7.30am to 5.45pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3 and provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Vickie Halliwell

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector talked to the childminder about how she organises her setting and how she plans and delivers the curriculum.
- The childminder and the inspector discussed how the teaching observed extended children's understanding and linked into the learning intentions for the children.
- The childminder showed the inspector around her home and garden.
- The inspector reviewed some documents, including the first-aid certificate.
- The inspector took account of the views of parents.

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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