

Childminder report

Inspection date:

7 September 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 thrive in the care of the kind and nurturing childminder. They consistently demonstrate that they feel safe and secure in her presence. Children smile at the inspector and engage with the childminder as they participate in activities. Children behave extremely well. They have positive attitudes to learning and are developing their confidence levels as they try new things. For example, the childminder encourages children to explore a wide range of resources and follow their emerging interests.

The childminder has high expectations of what children can achieve. Children make good progress. The childminder uses children's emerging interests effectively in order to engage them in their learning. For example, children who developed an interest in animals were delighted to attend a farm. They were taught the importance of caring for animals. This knowledge was further enhanced by the childminder, who encourages children to care for Pablo and Pedro, her rabbits. The childminder provides a wide range of opportunities that enhance and complement children's experiences. She is aware that, as a result of the pandemic, some children need to extend their social skills further. As a result, she provides opportunities for them to play and socialise with other children at local playgroups.

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

- The childminder uses her precise understanding of children's progress to provide a curriculum that builds sequentially on what children already know and can do. She plans a wide range of activities for children to participate in. For example, children enjoy constructing with blocks. They talk about what they are building and describe the shapes they can see. Children use mathematical words, such as 'taller' and 'shorter', as they compare the height of the towers they build.
- The childminder acts as a playful partner and immerses herself in children's play. She talks with children and asks thought-provoking questions in order to understand their thinking. However, occasionally, due to her supportive nature, the childminder offers her help and suggestions too quickly. She does not always give children time to solve their own problems as they arise.
- The childminder gathers detailed information about children prior to them starting at her setting. In addition to understanding their routines, she ensures she is aware of what prior knowledge and skills they have. The childminder has an effective system in place to monitor children's learning and development. This enables her to identify when some children may need extra support in order for them to make continued good progress.
- Children share their obvious delight in books and stories. They eagerly share their favourite books. Children recall elements of the story 'Stick Man' and discuss what they think will happen next. They eagerly talk about past

experiences, when they went to the woods and gathered sticks to make their own 'Stick Man'. Children proudly share photos of their creations in their 'busy books'. They confidently describe how they joined the sticks together, effortlessly making links and recalling their previous learning.

- Children enjoy developing their creative skills. They make decisions about the models they wish to make as they squeeze and squash dough. Children talk to each other and work cooperatively to achieve their desired results. Children show their friends how to print and make marks in the dough. The childminder encourages children to talk about what they are doing. She introduces new concepts and words, such as 'halves', as children divide and share balls of dough.
- Parents are highly complimentary about the care provided by the childminder. They value the support they receive from the childminder. The childminder regularly shares information about children's progress. She provides suggestions as to how parents can further extend their child's learning at home. Furthermore, the childminder gathers the views of parents and children to support her self-evaluation procedures.
- The childminder ensures that all mandatory training remains up to date. However, more recently, opportunities to extend her professional knowledge and skills have been more limited. That said, the childminder is committed to enhancing her skills and knowledge to the highest level.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands how to identify any concerns about children's welfare and knows what actions to take in response. She ensures that she keeps up to date with a wide range of safeguarding issues and local procedures. For example, she regularly completes training and research. The childminder carries out ongoing risk assessments to minimise any hazards, both at home and on outings. Children willingly tidy away toys and equipment to help avoid any trips or falls. They are learning to keep themselves and others safe.

What does the setting need to do to improve?

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

- consistently give children time to think and solve their own problems as they arise
- extend professional development opportunities further to enhance knowledge and skills to the highest level.

Setting details

Unique reference number	EY407897
Local authority	Salford
Inspection number	10065679
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 9
Total number of places	6
Number of children on roll	5
Date of previous inspection	1 December 2015

Information about this early years setting

The childminder registered in 2010 and lives in Swinton. She operates term time only from 8am to 6pm, Monday to Friday.

Information about this inspection

Inspector

Denise Farrington

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 into account in the evaluation of the setting.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- The inspector observed the childminder deliver a planned activity and discussed children's learning.
- The inspector observed the interactions between the childminder and children.
- The inspector spoke to children, to find out about their time at the setting.
- The written views of parents were considered by the inspector during the inspection.

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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