

Childminder report

Inspection date:

7 September 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

The childminder has created a calm and welcoming atmosphere where children are excited to arrive. Children confidently move around the childminder's home, selecting toys that interest them. The childminder has established a daily routine which helps children to feel secure. They express their enjoyment when they sing and dance, holding hands with each other and smiling. The childminder plans activities which challenge the children and develop their concentration skills. For example, children squeeze pegs with their thumb and index fingers, placing them onto shiny CDs. This strengthens children's muscles in their fingers and hands in preparation for early writing skills and other life tasks, such as using scissors. Children are encouraged to extend their ideas. For example, they begin to experiment with different ways of using the pegs, such as clipping several pegs together. The childminder praises children for their creativity and efforts.

Children behave very well. They respond to the caring and attentive childminder very positively when she explains something or gives them instructions. They are helpful and caring towards each other. For example, they offer fruit to each other at snack time and they happily take turns on their favourite bicycle without showing frustration. Children are physically active in the garden. They safely climb up the slide and ride small bicycles, using their feet to push themselves along. They sing songs as they sit on the see-saw together and learn about speed and forces as they experiment with cars and ramps.

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

- The childminder supports children's language development very well. Children have many opportunities to hear, speak, play and interact in their home language. They also get plenty of exposure to the English language as the childminder is skilled at mixing the different languages seamlessly into their play. This helps the development of language skills. It builds children's self-confidence, well-being and enjoyment of learning.
- The childminder reads books daily to support children's developing language and literacy skills. However, the books on offer are limited in their range. Children are not able to see and use a wide range of printed materials to enhance their experiences of spoken language and engagement with print.
- Children's personal development and independence is well promoted. Despite their young age, children take pride in completing daily task, such as tidying the toys away. Children eat nutritious snacks and get plenty of fresh air and exercise. They take walks to the local park and shops. This helps to promote their good health and broadens their knowledge and understanding about the world.
- The childminder is committed to her own continued professional development.

She attends mandatory training and she values opportunities to enhance her knowledge and skills. For example, she has attended a local group to learn traditional nursery rhymes and songs in English to support her teaching of communication and language.

- Parent partnerships and relationships work well. Parents comment on how happy their children are to attend the setting and remark that they have seen progress in their children's development in all areas. This has a positive impact on their home life. They are confident that their children are happy and safe as they miss the setting at the weekends and can not wait to return.
- The childminder plans experiences to help children learn about people and communities beyond their own. For example, children explore how different festivals, such as Hannukah and Christmas are celebrated. This helps children to understand the differences in others and what makes them unique.
- The childminder uses assessment information effectively to help children build on what they know and can do. She gathers information from parents about children's starting points when they first start attending. She builds on this picture and shares her assessments with parents regularly. She works in partnership with them to support children's progress across the prime areas of learning.

Safeguarding

The arrangements for safeguarding are effective.

The childminder follows her safeguarding procedures effectively and ensures that her knowledge of how to protect children from harm is up to date. She can describe signs of abuse and is confident in taking action. She knows who to contact and the telephone numbers are clearly displayed in the kitchen. She keeps her premises safe. For example, she has installed a camera on the front door which she checks before opening the door. This increases safety and security for children. She keeps equipment safe with good cleaning measures and has high standards of hygiene practices in place for food preparation, eating and nappy changing.

What does the setting need to do to improve?

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

- deepen the understanding of the importance of children's exposure to print in a range of forms.

Setting details

Unique reference number	EY557208
Local authority	Salford
Inspection number	10190150
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	2 to 2
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 2018 and lives in Salford, Greater Manchester. She operates during term time, from 9.15am to 1.15pm, Monday to Friday, except family and Jewish holidays.

Information about this inspection

Inspector
Rachel McHugh

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the provider and have taken that into account in their evaluation of the provider.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between the childminder and children.
- The childminder provided the inspector with a sample of key documentation on request.
- The childminder showed the inspector the premises and discussed how they ensure it is safe and suitable.

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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