

Childminder report

Inspection date:

2 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

Requires improvement

What is it like to attend this early years setting?

The provision is good

Children are happy, relaxed and raring to learn. They enter the setting and immediately begin to play and explore. Older and younger children play seamlessly together. For instance, children gather a selection of musical instruments and begin to play as a band together. They laugh and cheer as they hear the combination of drums and keyboards together. The childminder quickly picks up on children's interests and extends their learning. She joins in with their band and helps children to identify beats and sing along to the music. Children really relish the childminder's involvement in their play. They enjoy her presence and the energy she delivers when engaging with them. Children have strong relationships with the childminder and their peers.

Children are deeply engaged with the curriculum. They are eager to explore the activities on offer. For instance, children recall previous learning and talk about their own experiences when playing with coloured sand, sea shells and water. They use imaginative skills to create plots and involve their friends in the storylines too. The childminder encourages children's communication and language skills in all activities, and children enjoy learning new words, like 'coral' and 'octopus'. They count out loud and are challenged by the childminder's simple maths problems. Children develop skills which are supportive and useful for their upcoming transition to primary school.

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

- The childminder has implemented vast improvements since her previous inspection. She offers a well-thought-out, challenging curriculum for all children. The childminder continually identifies and monitors each child's individual needs and stages of development. This equips her to make informed decisions about what children should be working on next. The childminder skilfully adapts activities to support every child's learning goals. All children make good progress.
- The childminder has a captivating nature with children. She makes learning fun. The childminder uses expression, energy and her understanding of how young children learn to make activities engaging and enjoyable. Children adore this. They constantly giggle and have fun while they practise new skills. However, at times, the childminder rushes from one activity to the next. This leaves children unprepared for the start of their intended learning. However, they soon adapt and continue to be immersed in play.
- Children are kind, respectful and welcoming. They greet the inspector with confidence and curiosity. They are keen to share their feedback and experiences. They tell the inspector they have 'so much fun' and 'love coming' to the childminder's house. The childminder knows these children well. She

recognises that some children do not have many experiences outside of their own culture. She uses this information to begin to introduce children to toys which reflect multicultural Britain more accurately. However, more work is needed to help prepare children for a life in modern Britain and to build their understanding of other cultures and the world around them.

- The childminder is evaluative. She considers her own practice and liaises with other childminders and professionals to identify areas for development. The childminder accesses regular training and seminars to continuously supplement her knowledge and understanding. This impacts positively in her practice as is demonstrated by the improvements in her provision and curriculum.
- Parents appreciate the 'warm and helpful' childminder. They recognise that their children's development has soared within her care. Parents commend the childminder, especially for supporting their children's speech and language development. They value that the childminder maintain constant, open communication. They feel their children are safe and happy and praise the childminders commitment to her role.
- Children's personal development is well supported. The childminder teaches children about the importance of maintaining good hygiene. Children know when they should wash their hands and this is reinforced further by the strong routines in place. Children enjoy eating healthy food and excitedly talk about their favourite meals. They access the outdoor area frequently throughout the day and benefit from the fresh air and physical play opportunities on offer. This helps to support children's good health.

Safeguarding

The arrangements for safeguarding are effective.

The childminder successfully creates a culture of vigilance within her setting. She is very in tune with the safeguarding concerns within her local community and area. The childminder keeps her knowledge up to date and, as such, demonstrates a robust understanding of how to help keep children safe. She confidently knows the signs and symptoms which may indicate that a child is being abused and knows the procedures to follow if she has any concerns. The childminder has attended training in paediatric first aid. The premises is safe and secure. These factors help to support children's safety.

What does the setting need to do to improve?

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

- consider ways to organise group activities more effectively so children are prepared and ready to learn
- continue to support children to understand differences and similarities between themselves and others to strengthen their understanding of other cultures.

Setting details

Unique reference number	EY553428
Local authority	Salford
Inspection number	10206647
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	9
Date of previous inspection	18 August 2021

Information about this early years setting

The childminder registered in 2017. She lives in the Lower Broughton area of the Borough of Salford. She provides childcare each weekday from 8am to 6pm, all year round, except for family holidays. She provides funded education for two-year-old children.

Information about this inspection

Inspector

Shauneen Wainwright

Inspection activities

- The inspector discussed any continued impact of the pandemic with the childminder and has taken that into account in their evaluation of the childminder.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for the early years foundation stage curriculum.
- Children spoke to the inspector during the inspection.
- 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 childminder and the inspector completed a joint evaluation of an activity together.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2022