

Childminder report

Inspection date:

5 September 2022

Overall effectiveness	Good
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The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous inspection

Outstanding

What is it like to attend this early years setting?

The provision is good

Children have warm, close bonds with the childminder. It is clear they feel relaxed, comfortable and happy within her home. Children enjoy cuddles with the childminder and excitedly share aspects of their weekend with her. In turn, the childminder knows children very well. She recognises their likes and dislikes and hones in on their individual interests. Children appreciate this and it further strengthens their bonds with the childminder. Younger and older children are engaged. They cuddle up close to the childminder to read stories and colour. They point out familiar characters in books and begin to build a real love for reading. The childminder uses these opportunities to extend children's language and build younger children's vocabulary banks. These skills are important when considering children's future move to primary school.

The childminder has high expectations for every child. This reflects in their good behaviour and promising development. Children settle quickly when they start at the setting. The childminder builds a strong rapport with families and becomes familiar with children's routines so she can accommodate them successfully from the start. Parents appreciate this and children begin to feel confident and secure rapidly.

Children enjoy playing in the garden. They watch with glee as they pick different ways to direct water down a 'water wall'. They dig in sand, chat animatedly together and build physical skills as they manipulate toys and cars.

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

- The childminder implements a well-thought-out curriculum for all children. She considers the individual needs of children well. She recognises that different children learn in different ways and skilfully adapts her teaching approaches to accommodate this. The curriculum is engaging and stimulating. As such, all children, including those with special educational needs and/or disabilities make good progress in their development. However, at times, the childminder is overly directive within creative activities. For example, she pre-cuts paper faces and bodies and only offers green and black paint when children create their own caterpillars. This removes chances for free expression and decision making within the activity.
- Parents are 'immensely happy' with the childminder. They value the 'home-from-home' approach she provides for children. Parents comment that they especially notice that their children have made 'huge progress' with their confidence and social skills. Parents feel their children are well prepared for school and that the childminder's 'nurturing' approach is a testament to the fact that she has 'all children's best interests at heart'. The childminder works hard to develop strong

parent partnerships. This helps parents to feel included and able to contribute to their children's ongoing development.

- Children's personal development is well supported. They are very well prepared for upcoming transitions. The childminder is aware that moving to a new setting, such as primary school, is a big change for children. She works closely with the local schools and parents to ensure this move is as effective and stress-free as possible for children. The childminder attends drop-in sessions at schools, shares detailed development information for every child and is passionate about catering to their individual needs in this process. As a result, children move to school confidently and are set up for success.
- Children behave wonderfully. They are kind and respectful. Younger and older children show an awareness of other children's emotions. They apologise without prompt if they accidentally upset one of their peers. They are polite and welcoming to the inspector. This shows they feel secure and confident in the care of the childminder.
- The childminder sequences her curriculum to build upon children's previous learning. Children remember what they have already learned and excitedly recall facts and aspects of familiar stories. However, at times, the childminder begins activities abruptly without introducing them to children or outlining her expectations. This means some children are distracted and do not engage well at first. That said, children soon become engaged when they see their friends having fun and enjoying the exciting activities on offer.
- The childminder evaluates herself well. She is ambitious and passionate about early years. She accesses regular training and seminars to help support her own knowledge and understanding. Children benefit from this as they experience an evolving curriculum and this impacts positively on their development.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a sound understanding of her role and responsibilities. She recognises the key indicators which may suggest a child is being mistreated or abused. She is confidently aware of what route to follow should she become concerned about any child. Furthermore, she knows the procedures she must follow should an allegation be made against her or a member of her household. The premises is safe and secure, which helps to protect children. The childminder maintain a paediatric first-aid certificate to help her to respond swiftly and correctly in the case of an accident or injury.

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 introduce group activities to help ensure children are prepared

for learning and know what is expected of them

- consider ways to introduce more decision making and creative choices within activities to encourage children's expression and critical thinking further.

Setting details

Unique reference number	EY334843
Local authority	Salford
Inspection number	10129050
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 7
Total number of places	6
Number of children on roll	6
Date of previous inspection	17 May 2016

Information about this early years setting

The childminder registered in 2006 and lives in the Cadishead area of Salford, Greater Manchester. The childminder operates from 7.30am to 5pm, Monday to Thursday, all year round, excluding family holidays and bank holidays. The childminder has a relevant early years qualification at level 4.

Information about this inspection

Inspector

Shauneen Wainwright

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 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 their early years foundation stage curriculum.
- 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 carried out a joint observation during a planned activity.

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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