

Childminder report

Inspection date: 12 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	Good
--	------

What is it like to attend this early years setting?

The provision is good

Children are happy and relaxed. They have a strong bond with both the childminder and her assistant. They receive regular cuddles during their play. Children thrive, as they have the emotional support and comfort that they need. Due to the COVID-19 pandemic, the childminder has reflected on the curriculum she offers. There is now a stronger focus on supporting children's social and emotional development. Some children need extra time and support to settle after being at home over the weekend. The childminder ensures that the environment is calm, inviting and safe. As a result, children are happy and engaged. Children of varied ages share and explore a wide range of toys. The childminder models how to take turns. In response, children behave well, and are happy to play alongside each other.

Children learn new vocabulary as they play. For example, they explore the colour changes of paint mixed in small bags. The childminder models new words, such as 'squeeze' and 'squishy'. This helps children to develop a good understanding of descriptive language. Children's mathematical development is part of the curriculum focus. Children count the bricks together as they build a tower. Older children are beginning to use words such as taller and shorter. They are developing a vocabulary of mathematical language.

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

- The childminder focuses on supporting physical development. Children explore a range of resources in the garden, such as bikes and climbing equipment. This helps them to develop their gross motor and coordination skills.
- Children also enjoy local walks with the childminder. They love to express themselves through dance. These experiences contribute to children's good physical health and well-being.
- The childminder offers a healthy balanced menu that she shares with parents. Children tell the inspector that they like cucumber, and that it is their favourite. This is supporting the children to develop healthy lifestyles.
- Children's independence skills are well supported. Older children go to the toilet by themselves and can wash their own hands. Children of all ages join in at tidy-up time. Children receive consistent praise and encouragement for having a go. This supports them to have confidence in their own abilities.
- There is a range of fiction and non-fiction books available. However, the childminder does not support the children to develop a deep interest in using books to develop their imagination and understanding during play. For example, as children explore the farmyard, they do not associate this with books about farm animals. As a result, they do not make the connections and links between books and the world around them.

- The childminder has worked hard to develop the teaching practice within the setting. Both she and her assistant have accessed a wide variety of training. This has supported a balanced curriculum. As a result, children are offered broader experiences to learn from.
- The curriculum includes a variety of adult-led and child-initiated activities. At times, adult-led teaching does not meet the needs of all children. Consequently, some children become bored and are not learning.
- The childminder ensures that children have experiences of different communities. She provides a range of activities, toys and books that promote understanding. For example, during Chinese New Year, children explored with chopsticks during play. The childminder also shares stories about different lifestyles. This helps children to respect and celebrate the differences in people from an early age.
- The childminder constantly reflects on practice. A current focus is to further develop the curriculum around communication and language. This will support children to further develop skills within this prime area.
- Children are well supported with transitions to school. The childminder works with parents to ensure that children are ready for school. She offers support and advice. Children also visit the local school when the childminder drops off and picks up there. This helps them to be more confident to attend school.

Safeguarding

The arrangements for safeguarding are effective.

Children have a safe environment in which to play and learn. There is one main entrance which parents drop off and and collect from. Security is of the highest importance. The childminder and her assistant have a good understanding of how to keep children safe from harm. They have both recently attended child protection training to refresh their knowledge. Local safeguarding procedures are displayed. This ensures that they know who to contact quickly if they have a concern about the welfare of a child. The childminder has an emergency evacuation procedure in place. This is practised on a regular basis. This helps children to understand how to respond in a real emergency.

What does the setting need to do to improve?

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

- focus on strengthening teaching to ensure all children are engaged and demonstrate high levels of concentration
- encourage children to develop a greater interest in books.

Setting details

Unique reference number	EY434394
Local authority	Salford
Inspection number	10065701
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	1 to 8
Total number of places	12
Number of children on roll	11
Date of previous inspection	4 July 2016

Information about this early years setting

The childminder was registered in 2011 and lives in Little Hulton, Manchester. She operates all year round from 7.30am to 5pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3 and works with an assistant.

Information about this inspection

Inspector

Sharon Walton

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 held a leadership and management meeting with the childminder.
- The childminder's assistant spoke to the inspector during the inspection.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- The inspector observed an activity carried out by the childminder and her assistant.
- The inspector spoke to a parent, and took account of their views.
- The inspector observed relevant documentation.

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