

Childminder report

Inspection date:

14 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

Children are happy and settled in the homely environment the childminder provides. The childminder invests a great deal of time and effort organising the learning environment. Children concentrate well as they remain occupied in their play. For example, some of the children are building a palace for the new king out of building blocks and older children role play being a doctor with dolls. The childminder and her assistant join in and model children's play, sitting on the floor with them. This helps to extend children's play and interest within activities.

Children are aware of the childminder's expectations and the routines of the day. They behave extremely well and play happily. Babies frequently snuggle up to the childminder and her assistant and demonstrate that they feel happy, safe and emotionally secure in their care. Older children happily play alongside younger children, sharing and taking turns with the resources. For instance, children take turns playing on the swings in the garden and share musical instruments during circle time. Children are motivated to seek the attention of others and build bonds. They are well prepared for the next stage of their learning.

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

- The childminder has developed an imaginative curriculum for the children who attend. Children show great enthusiasm and are highly motivated in their play. However, group activities do not always have clear individual intentions. For instance, when reading a story, the childminder does not consider children's individual needs and what she wants the different ages to gain from the experience.
- The childminder works hard to maintain quality and develop the provision's practice. She carries out regular supervisions with her assistant and attends local networking groups to continually drive forward improvements. For instance, the childminder shares ideas and practice with other childminders to enhance opportunities in mathematics. As a result, children can be seen exploring and understanding numerals and amounts during a baking activity. Children have a good understanding of mathematical concepts, relative to their age.
- Children's physical skills are developing well. They have daily access to outdoor activities. In the garden, older children enjoy using bicycles to negotiate space. Toddlers practise their fine-motor skills using spray bottles to water plants. Indoors, babies are encouraged to hold spoons when feeding themselves. This helps to develop the muscles in their hands needed to successfully hold and control a pencil.
- Partnerships with parents are good. The childminder keeps parents fully informed about their child's development providing verbal updates and weekly newsletters. This is reflected in parent feedback, stating her provision is a 'home

from home'. The childminder works closely with her families, especially when children reach key milestones. For example, one of the parents stated, 'The childminder is inviting and supportive', as she was allowed to come and help her son when using the toilet. As a result, he is now comfortable with his toilet training when at the childminder's home.

- The childminder understands that knowing and understanding lots of words and phrases is important for children's overall learning and development. She ensures that she introduces new vocabulary throughout the day. For example, as the children explore sit-and-ride toys, the childminder and the children repeat the word 'reverse', as they move backwards. Children develop good speech and language skills with the childminder
- The childminder actively promotes self-care and independence skills. Children practise putting their own coats on before playing outside. They wash their hands before meals and when they finish with an activity. The childminder encourages the use of utensils, allowing the children to chop their own fruit during snack. Children willingly tidy up after themselves and enjoy completing small tasks. The childminder praises children for their good behaviour and achievements. This helps to promote children's self-confidence.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant fully understand their responsibility to keep children safe. They keep their knowledge up to date and are aware of broader safeguarding issues, such as female genital mutilation and county lines. They know who to report concerns to, should they become concerned about a child's welfare. The childminder understands what actions to take should an allegation be made against her or her assistant. She maintains a safe environment for children to play in and supervises children well. She ensures the premises are secure, so that children are not able to leave unsupervised.

What does the setting need to do to improve?

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

- strengthen teaching further, by consistently implementing individual children's learning intentions within activities.

Setting details

Unique reference number	2532238
Local authority	Salford
Inspection number	10208497
Type of provision	Childminder
Registers	Early Years Register
Day care type	Childminder
Age range of children at time of inspection	1 to 2
Total number of places	6
Number of children on roll	6
Date of previous inspection	Not applicable

Information about this early years setting

The childminder is a qualified early years practitioner and was registered in 2019. She lives in Salford. She operates term time only, from 9am to 1pm, Monday to Friday. The provider works with a qualified early years assistant.

Information about this inspection

Inspector

Katie Bonney

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 the evaluation of the childminder.
- The inspector spoke to parents to gather their views.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector completed a joint evaluation of an activity with the childminder.
- The childminder and the inspector completed a learning walk together to discuss and understand how the early year's provision is organised.
- The inspector looked at relevant documentation, including the childminder's first-aid certificate.
- The childminder, her assistant and the children spoke to the inspector at appropriate times throughout 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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