

# Childminder report

---

Inspection date:

23 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 enthusiastically enter the childminder's home. They are curious to find out which activities and equipment the childminder has set out for them. They know that they can find additional toys and equipment for themselves, contributing to their ability to make their own decisions. Children carefully listen to the questions that the childminder asks them, such as what they have seen on their journey. The childminder gives them time to answer. For example, children say that they have seen 'a tractor in the field'. This helps children to grow in confidence when they listen and speak to others.

Children form secure attachments to the childminder and her assistant. They know children well and are attentive to children's individual needs. The childminder forms strong relationships with parents. She works in partnership with them to continually share information from home so that she can stay up to date with what children are interested in and what they need to learn next.

The childminder values children's home lives, and teaches them about other cultures and the world around them. For instance, children celebrate a variety of festivals from other cultures and have a range of multicultural resources. The children enjoy the experiences that the childminder and assistant have to offer. For example, children enjoy baking Challah each week and choose which shape to make the bread. This encourages the children to make comparisons relating to size and weight. The childminder ensures that the resources reflect the diversity of life in modern Britain.

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

- The childminder plans an effective curriculum that is designed to give children a wealth of rich experiences. She works closely with her assistant to support her to ensure that they both know exactly what children need to learn next. Children are motivated to learn and are making good progress from their starting points.
- Children enjoy adult company and actively seek out the childminder and her assistant. They are confident in their requests for different resources. For example, children choose which story book the childminder should read. Children who are less confident in their relationships with each other often need support to wait, share and take turns. This means that some children do not consistently develop the social skills that they will need as they move on to school.
- Children benefit from a range of high-quality learning experiences, which results in them having a positive attitude towards their play and learning. They develop their small hand muscles as they use different tools to mould plasticine. The childminder supports children to learn how to hold and use scissors correctly from a young age. This helps children to develop good manipulation control.

- Children show good levels of determination as they persevere when completing puzzles. They listen carefully to the childminder's suggestions of matching using lots of mathematical language. On completion, children smile and are pleased with their achievements.
- Partnerships with parents are strong. Parents leave very positive feedback and appreciate the reassurance and support given by the childminder and her assistant. The childminder keeps parents informed of their child's progress through weekly photographic and written feedback. This provides consistency of care for all children.
- Children learn some good independence skills. For instance, they explore their environment freely and make choices about what they want to play. They know when they need a drink or to wash their hands. However, there are times when the childminder does not fully enhance children's independence skills. For example, children are not always consistently encouraged to tidy up by themselves.
- Children enjoy looking after the pet budgie. This has helped children to transition into the childminder's home. The children discuss how to care for a living creature to ensure it is kept healthy and well. Children learn how to respect and care for living things.
- Children benefit from a range of equipment in the outdoor area that sparks their interests. The children enjoy exploring each area outdoors. For example, children enjoy mark making in the sand with a range of utensils. This promotes children's early writing skills.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant have a secure knowledge of safeguarding. They demonstrate a clear understanding of the different types of abuse, including the 'Prevent' duty and female genital mutilation. The childminder and her assistant recognise the action that they should take if there are concerns raised about a child's welfare. They know that they can seek support and advice from other professionals. The childminder understands the action to take if a concern is raised about herself or any of her household, including her assistant. She undertakes effective risk assessments to ensure that the setting is safe and secure.

## What does the setting need to do to improve?

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

- support all children to share, take turns and develop respectful relationships with one another
- develop further opportunities to extend children's independence to the highest level.

## Setting details

<b>Unique reference number</b>	EY561914
<b>Local authority</b>	Salford
<b>Inspection number</b>	10191143
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children at time of inspection</b>	2 to 3
<b>Total number of places</b>	6
<b>Number of children on roll</b>	6
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

The childminder registered in 2018 and lives in Salford, Manchester. She operates her service during term time only from 9am to 1pm, except for bank holidays and family holidays. The childminder works with an assistant. The childminder provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

**Inspector**  
Lisa Grundy

## Inspection activities

- This was the first routine inspection the childminder received since 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 setting.
- The childminder completed a learning walk with the inspector and discussed the early years curriculum.
- The inspector completed a joint observation of an activity with the childminder and assistant.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector held a number of discussions with the childminder, assistant and children.
- The inspector looked at relevant documentation, including evidence of the childminder's paediatric first-aid qualification.
- The inspector viewed the areas of the childminder's home and garden that the children use.

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](mailto: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/](http://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](mailto: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](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2022