

Childminder report

Inspection date:

12 October 2022

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Inadequate

What is it like to attend this early years setting?

The provision requires improvement

Children are happy and settled in the childminder's care. They are confident to seek out comfort and support from the childminder and her assistant. The childminder has taken some steps to enhance the curriculum. However, this is not fully embedded. Consequently, the curriculum is not always coherently planned or sequenced. In addition, the childminder and assistant do not always work together on its delivery. This means that while the children have fun and enjoy their time here, they are not making the progress of which they are capable. Children know the daily routines and develop self-care skills, such as tending to their toileting needs. However, children have limited opportunities to learn about good hygiene routines.

Children enjoy spending time with their friends and offer frequent hugs. The childminder is skilled at supporting children who speak English as an additional language. The childminder sings with the children in both English and Portuguese. Children are eager to join in with familiar songs. Children are confident and increasingly independent. For example, they concentrate as they put on their slippers and take off their aprons. Children also enjoy a range of sensory activities and resources, such as spaghetti play and play dough. They explore the textures and mould the dough, which helps to build the muscles they need for pre-writing activities.

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

- The childminder has a positive relationship with the children and knows them well. She knows what their interests are and the activities that they enjoy. Improvements have been made to the curriculum. However, it does not focus on what the children know and what they need to learn next. The childminder and assistant are not always consistent in their delivery of the curriculum. Consequently, children do not gain the most from the activities provided.
- Children are generally well behaved. They are kind to one another and provide comfort to others by holding their hand. Children develop an understanding of the setting's rules and routines. On occasion, these are not consistently applied, and children received mixed messages. For example, they are not always provided with reminders to share the resources with one another.
- Children are increasingly independent. They persevere at putting their socks and slippers on and help to set the table for meals. However, children do not always wash their hands after having their nappy changed or after blowing their nose. This may increase the risk of cross-infection.
- Children learn different ways to be healthy. Daily visits to local parks and play areas provide children with the opportunities to test and develop their large-muscle skills. They learn about healthy foods and enjoy a range of home-

cooked, nutritious meals and snacks.

- The childminder and assistant sing songs and read books with children in their home language. The children enthusiastically do all the actions to the songs and applaud themselves at the end. Children develop a love of reading. They are confident to choose books to read and learn to turn the pages in the correct order.
- The childminder and assistant keep their mandatory training, such as paediatric first aid, up to date. The childminder works in partnership with the local authority to further improve her knowledge and understanding of how children learn.
- The childminder and assistant have a warm, caring relationship with the children. The children come in happily and are keen to see their friends. Children are confident to approach the childminder and assistant for cuddles and reassurance.
- The childminder enjoys a positive relationship with parents. She ensures that important information is shared with them. For example, the childminder shares photos with parents to highlight what their children have been doing during the day. Parents are pleased with the care and support provided to their children. They say that their children enjoy attending.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a sound understanding of safeguarding practice and the reporting procedures should she have a concern. Everyone who is living or working in her home has been vetted, ensuring that children are cared for by suitable adults. The childminder undertakes regular safeguarding training and has arranged training for her assistant. She is aware of the possible signs and symptoms of abuse or neglect. Risk management strategies are secure and help to keep children safe. For example, the outdoor area is not being used due to renovations.

What does the setting need to do to improve?

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

- provide a curriculum that builds on what children already know and can do and promotes the next steps in their learning
- improve the assistant's knowledge and understanding of how children learn so that there is a consistent approach to supporting the children
- support children to understand and follow good hygiene practices.

Setting details

Unique reference number	EY561316
Local authority	Salford
Inspection number	10247954
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 9
Total number of places	6
Number of children on roll	14
Date of previous inspection	24 June 2022

Information about this early years setting

The childminder registered in 2018 and lives in Salford, Greater Manchester. She operates all year round, from 7.30am to 7pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Chris Scully

Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The childminder showed the inspector the premises and discussed how they ensure it is safe and suitable.
- The inspector and childminder discussed how the childminder organises the early years provision and the curriculum provided.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- Parents shared their views about the setting with the inspector.

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