

Childminder report

Inspection date:

11 November 2022

**The quality and
standards of early
years provision**

**This
inspection**

Met

Previous
inspection

Not applicable

What is it like to attend this early years setting?

This provision meets requirements

Children in this provision are happy and very relaxed in the warm, and comfortable environment. Children are polite and very well behaved. The childminder and her team have high expectations of children's behaviour, which is communicated clearly and consistently. The provision buzzes with laughter and chatter as children confidently explore the new activities on offer, or go to their favourite areas to continue their play from the previous day. Children have great fun in the pretend school area, practising their writing and wearing a lanyard like their teacher wears at school. They squeal with delight when they are presented with a 'good work certificate', encouraged by the childminder who pretends to take a photograph. This shows that children are motivated and excited to take part in the activities and play opportunities.

Children enjoy lots of fresh air and exercise in the well-equipped and safe outside area. Older and younger children play well together, throwing and catching beanbags and playing with hoops. This promotes the children's physical development well. Children respect the toys and equipment and are supportive and kind to each other. Older children are patient and encouraging to younger children saying, 'come on, you can do it, that was awesome.' Supportive staff clap and celebrate when children manage to catch the beanbag. This demonstrates the positive and respectful culture among the staff and children.

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

- The childminder has an ambitious vision for her provision, is reflective about what is provided and has an absolute passion for what she does. She gathers feedback from parents via questionnaires and responds to children's ideas for the provision, for example slime making and pizza making. This helps children to learn that their opinions, and the opinions of others, are valued and respected.
- The childminder and her team meet regularly to discuss possible improvements to the provision. The childminder is highly reflective. For instance, she identified that by focusing more sharply on staff development, the provision for children would be even further improved.
- Younger children are helped to play board games by older children. They encourage one another saying, 'don't worry, try again', when they lose the game. Happily, they set the game up and play again. This demonstrates children's resilience and independence.
- Children are well supported to manage their own needs independently. For example, they pull up a step to reach the washbasin, and carefully wash and dry their hands before they go to the table to eat. They help to lay the table for the meal, give out drinks and clear away the plates and any leftover food. Children

demonstrate respect for others as they wait at the table until everyone has finished eating.

- Children with special educational needs and/or disabilities are supported well. Detailed discussions with parents and good partnership working with the local school, enables the team to have a very clear understanding of the needs of all children who attend. This means that all children benefit from high-quality and inclusive care.
- Parents of children who have recently started speak highly positively about the careful induction and individualised settling-in sessions that take place. This enables the children to feel safe and secure and to settle in quickly.
- Parents are extremely complimentary about the childminder and her team, and are full of praise for what they provide. Many of them use the words 'home-from-home' to describe the provision and appreciate the warm family feel to the care. They report that they are well informed about the time their child spends with the childminder. This positive two-way-flow of information sharing helps to provide continuity in children's care.

Safeguarding

The arrangements for safeguarding are effective.

The arrangements for safeguarding are secure. The team have a clear and consistent understanding of their role in keeping children safe. They know the signs and symptoms that a child may be at risk and what to do if they are concerned about a child. The childminder conducts daily risk assessments, both inside and outside. The buzzer-entry system enables adults to check a person's identity before letting them in. Children are taught how to keep themselves safe, for example, by taking care near the oven when it is switched on and staying near an adult on the way home from school.

Setting details

Unique reference number	2600507
Local authority	Salford
Inspection number	10251562
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	3 to 10
Total number of places	15
Number of children on roll	15
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in September 2020. She lives in the Irlams o' th' Height area of Salford. She provides childcare Monday to Friday, term time and during the school holidays. Sessions are from 7am until 9am and from 3pm until 5.45pm term time and 7am until 5.45pm during the school holidays. The childminder employs two part-time assistants. Of these, one holds appropriate qualifications at level 3.

Information about this inspection

Inspector

Sarah Gower-Jones

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 childminder and has taken that into account in their evaluation of the provision.
- The inspector reviewed relevant documentation.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The inspector spoke to children, to find out about their time at the setting.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the interactions between staff and children as they engaged with activities indoors and outdoors.
- Parents shared their views of 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.

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