

# Childminder report

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Inspection date: 20 January 2023

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Overall effectiveness at previous inspection	Inadequate
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## What is it like to attend this early years setting?

### The provision is good

Children enjoy coming to the childminder's home. They show how safe and secure they feel as they hug their parents, say 'goodbye' and go off to play. The childminder and her assistant greet children using their home language, which is Yiddish, then repeat words in English. This means that children are developing their language and communication skills in English, which prepares them for their future learning.

Children make links in their learning. For example, they snuggle in for a story about getting lost in the park. Following this, they take their dolls and prams for a walk around the room, reminding each other to hold the pram and stay close. This helps children learn about keeping themselves safe in the wider world around them.

Children develop positive relationships with each other. They play well together and cooperate when asked to do something. For example, when tidy-up time is announced, children work together to clear away their toys in readiness for going outside. Children support each other to find their coats and hats. They skilfully put them on, using the technique they have been taught by the childminder. Children are developing their social skills and independence to support them in their next steps.

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

- The childminder provides a stimulating environment for the children. She plans activities following children's interests and their artwork is proudly displayed on the walls. Children can choose from a range of toys and equipment, which are readily available when they arrive. When ready for a change of activity, children take the childminder by the hand and go to the toy cupboard to choose a new activity. This means that children can explore and lead their own play to become independent learners.
- The childminder and her assistant provide many opportunities for children to develop their speech and language in both Yiddish and English. For example, when children initiate a game using large balls, the childminder uses both languages to describe the colour and size of the ball. The childminder further extends their vocabulary using positional language as she asks the children 'has the ball gone under the table?' This helps children to build their language structures in both English and Yiddish.
- Children are developing an understanding of leading healthy lifestyles. They know how to wash their hands and assist with cleaning the table before they eat. The childminder and her assistant sit with the children for a healthy snack. They describe how fresh fruit and vegetables keep their teeth and body healthy. The childminder and children engage in role play as they pretend to go to the

dentist. Children are also given a toothbrush to take home to practise what they have learned.

- Children enjoy being physically active. For example, during song and dance time, they use their musical shakers and move their bodies with energy as they sing and dance. Children are developing their coordination and physical skills to become active and healthy learners.
- The childminder and her assistant incorporate mathematics into daily activities and routines. For example, they support children to count to 10 using their fingers. Young children are encouraged to count their pretend cars and building blocks as they build towers. This means children are developing their counting skills to support their next steps in their learning.
- The childminder understands how children learn and develop. She seeks information from parents before they start, to build on what children know and can do. Children take home a weekly activities diary. This enables the childminder to work alongside parents to help support their children's learning at home.
- Although there are lots of opportunities for children to develop their speech and language, at times the assistant speaks quickly. This does not enable children to have sufficient time to think and respond to what they have heard.
- Partnership with parents is strong. Parents speak highly of the childminder and her assistant and say, 'they are amazing'. Parents are pleased that they are kept up to date with their children's day-to-day activities and progress. Children also take home their artwork along with resources to continue their learning at home. This helps to provide a continued approach to children's learning

## Safeguarding

The arrangements for safeguarding are effective.

Since the previous inspection, the childminder and her assistant have completed additional training to update their skills and knowledge in keeping children safe. They have a good understanding of the processes to follow if they have concerns about the well-being of a child. The childminder keeps her home safe and secure to minimise any risks to children and visitors. Children learn about keeping themselves and their environment safe. They listen to stories about keeping themselves safe in the park and re-enact what they have learned during their play. This promotes the safety and well-being of children.

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

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

- provide the assistant with further support and coaching to help develop children's language and communication skills.

## Setting details

<b>Unique reference number</b>	EY554782
<b>Local authority</b>	Salford
<b>Inspection number</b>	10252506
<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 2
<b>Total number of places</b>	6
<b>Number of children on roll</b>	6
<b>Date of previous inspection</b>	20 July 2022

## Information about this early years setting

The childminder registered in 2017 and lives in Salford. The childminder operates term time only from 8.45am until 2pm, Monday to Friday. The childminder works with an assistant.

## Information about this inspection

**Inspector**  
Anita Dunn

## Inspection activities

- The inspector discussed any continued impact of the pandemic with the childminder and has taken that into account in their evaluation of the provider.
- The childminder showed the inspector the premises and discussed how they ensure they are safe and suitable.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- The childminder spoke to the inspector about children's learning and development with a particular focus on communication and language.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between the childminder, assistant and children.
- The inspector spoke to several parents during the inspection and took account of their views.
- The childminder provided the inspector with a sample of key documentation on request.

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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