

# Childminder report

---

Inspection date:

16 March 2023

**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 are happy and content in the care of the enthusiastic and passionate childminder, and have clearly developed strong bonds with her. They arrive from school contently chatting with the childminder about their day and welcome visitors to the setting confidently. Children independently put their coats and bags away following well established routines before going about their afternoon activities. They demonstrate a strong sense of belonging and have ownership over their activities. The childminder provides a wide range of resources that support learning, play and time to relax after a child's busy day at school. For example, children rest on beanbags, having some quiet time to themselves or select toys to play with alongside and with their peers. Children enjoy connecting large concertina pipes together to see how far they can stretch. Following a suggestion from the childminder they feed the tube through the hose and speak to each other from the different ends of the pipe. The childminder introduces new language to children to support their natural curiosity and ongoing development, such as transferring sound, echo and mathematical language.

The childminder supports children's health and well-being positively. Children eagerly make their own pizzas using a variety of toppings and they speak about the importance of a balanced diet. The childminder encourages children to try new foods, including fruits and vegetables, through carefully planned activities. She uses these activities to enhance children's understanding of good personal hygiene, such as discussing germs and what can happen if they do not follow good routines.

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

- The experienced childminder knows the children in her care well. She plans opportunities based on children's interests that encourage their continued engagement. The childminder is aware of how individual children learn and adapts her approach to meet their needs. This means children receive the best opportunities possible.
- The childminder is very aware of how to support children in their ongoing learning and development. She links in with the school to ensure what she offers complements the child's day while promoting free play. For example, children investigate with large magnets, testing items that look metallic to see if they are attracted to the magnetic force.
- The childminder has an excellent relationship with the local primary school. She communicates daily with the class teachers and gathers information about what children have been learning. The childminder receives invitations to observe children in school to enable her to support children with what they are learning.
- Relationships with parents are extremely strong. They speak highly of the

childminder and are complimentary about the time and effort she puts in to provide excellent opportunities and care for their children. They are fully briefed on all aspects of the childminder's provision and explain how much their children thrive in the childminder's care.

- Children behave well and understand the house rules and expectations. They show respect for their peers and support each other well. The childminder models positive behaviour and is consistent in her approach. Strategies used are adapted to support children's understanding and reinforced through the strong partnership working with parents and carers. The childminder reflects on ways to support further understanding of emotions, for example she plans to use mood spatulas to help children recognise feelings.
- The childminder is passionate about teaching children the importance of equality and diversity in their community and the wider world. They celebrate world events and festivals, engaging in creative activities, reading books and learning about the background of festivals. Furthermore, children are taught that everyone is unique and should be celebrated. This encourages positive attitudes and consideration for others.
- Children with special educational needs and/or disabilities or English as an additional language are well supported. The childminder works closely with the school and parents to ensure the best care and opportunities are given. The childminder attends meetings with other agencies to help children and families get the support they need. This ultimately supports their ongoing learning, well-being and development.
- The childminder develops her own knowledge and understanding of early years through regular research and attending short courses tailored to her provision and children's needs. She reflects on her provision and gathers the thoughts of parents and children to help her improve.
- Children receive ample opportunities for physical development. They enjoy walks to the park and along the greenbelt while walking the childminder's pet dog. This gives children opportunity to develop an understanding of caring for living things as well as taking in fresh air and exercise.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder helps children to learn about how to keep themselves safe from harm through carefully planned and managed activities. For example, children learn about road safety when on walks to the park or from school. They learn about how to use knives appropriately while chopping vegetables and the importance of being sensible when using such utensils. Children are further protected as the childminder has a good knowledge of the signs and symptoms of abuse and what to do should she have any concerns about a child in her care. The childminder is clear on the local procedures to follow should an allegation of abuse be made against herself or a member of her family. Robust risk assessments help the childminder to identify any potential hazards and act on them immediately.

## Setting details

<b>Unique reference number</b>	2618022
<b>Local authority</b>	Salford
<b>Inspection number</b>	10281024
<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>	4 to 11
<b>Total number of places</b>	6
<b>Number of children on roll</b>	11
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

The childminder lives in Salford, Greater Manchester. She operates Monday to Friday from 7.15am to 8.45am and 3.05pm to 5.45pm term time only. The childminder holds an appropriate level 2 qualification.

## Information about this inspection

### Inspector

Shelley O'Brien

### 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 provider and taken that into account in their evaluation of the provider.
- The childminder showed the inspector the premises and discussed the safety and suitability of the home.
- The inspector spoke to the childminder, children and parents at appropriate times during the inspection.
- The inspector viewed a sample of key documentation on request.
- The inspector observed the interactions between the childminder and children as they engaged in activities.

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 2023