

Childminder report

Inspection date: 15 March 2023

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

The provision is good

The childminder has purposefully extended her provision since her last inspection. Children demonstrate that they are safe and happy as they play cooperatively together in the newly designed, well-organised space. Children invite each other to read a book and cuddle up in the cosy corner to share their favourite stories. They demonstrate their physical skills and creativity as they roll, curl and mark dough to look like Jewish pastries called 'rugelach'. Children are well supported in their imaginative play. For example, they are encouraged to extend their ideas. They take the 'rugelach' and place it inside the pretend oven. They explain to their friends that they will be ready soon.

The childminder has high expectations for every child. For example, children learn to use scissors effectively as one of their curriculum goals. They begin by cutting snips, then strips, before moving on to lines and curves. Children's behaviour is good. They are encouraged to think critically and solve problems. For example, when a tool is not working properly, children try to fix it themselves. They do not immediately seek help from an adult. Children persevere in finding solutions independently. They smile at their success as the tool works again, and they continue their play.

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

- The childminder and her assistants pay close attention to the children. These interactions are very positive. For example, children are encouraged to talk about what they are drawing or making. They use both English and Yiddish vocabulary when speaking. Adults follow children's lead and offer new words in both languages. This extends children's vocabulary and reinforces their understanding.
- When children first start to attend the setting, the childminder uses an 'All About Me' book to gather a range of information from parents. She uses this knowledge to plan an effective transition into the setting. The childminder also uses tools to support her knowledge of child development and to help identify next steps in learning more effectively. This assessment system supports the childminder in helping children make good progress.
- The childminder plans play opportunities which engage children's interest and build on what they need to learn. However, group times are not as well planned. For example, circle times are prolonged and it is not clear who is expected to join in. As a result, some children lose interest and become disengaged.
- Overall, the childminder promotes a healthy lifestyle for children. For example, children get plenty of fresh air and physical exercise. They go for walks in the local woodland to learn about nature. Children recognise their own water bottles and take a drink when they need to. However, the childminder does not

consistently provide children with healthy, balanced snacks. As a result, children's learning about healthy choices is not as well promoted.

- Parents value the caring, fun-loving environment provided by the childminder and her assistants. They are kept informed of what their child is learning through verbal daily updates and a weekly newsletter. This offers suggestions and ideas of how to extend learning at home. This partnership with parents provides consistency for children and helps them to make good progress.
- The childminder works well with other agencies to support children's needs. For example, she has received training from the speech and language therapy team. This helps to improve her knowledge of specific strategies to support children with speech delays. This partnership working further enhances the quality of teaching.
- The childminder plans opportunities to support learning about the wider world. For example, children post letters and learn about the people in their community and the different jobs they do. They use small-world figures in role play to talk about diversity in families. This helps children to learn about similarities and differences and prepares them for life in modern Britain.

Safeguarding

The arrangements for safeguarding are effective.

The childminder takes steps to ensure that her premises are safe for children. For example, she has installed an intercommunication system and all gates are locked securely. The childminder and her assistants are aware of the signs and symptoms of abuse. They know the correct procedures to follow if they have concerns about the welfare of a child in their care. The childminder follows robust procedures for the safe recruitment of assistants to help ensure that they are suitable to work with children. Before outings take place, the childminder carries out risk assessments. She carefully considers staffing, ages of children and plans the safest route. She allows plenty of time for the trips so that children are not rushed and can enjoy the experience safely.

What does the setting need to do to improve?

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

- increase opportunities for children to learn about the benefits of healthy eating to further support their emerging understanding
- refine the planning to support all children to achieve high levels of involvement and engagement in group activities.

Setting details

Unique reference number	EY466429
Local authority	Salford
Inspection number	10280304
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	2 to 3
Total number of places	18
Number of children on roll	11
Date of previous inspection	4 September 2017

Information about this early years setting

The childminder registered in 2013 and lives in Salford, Manchester. She operates during term time from 9am to 4.30pm, Monday to Friday. The childminder works with two assistants.

Information about this inspection

Inspector

Rachel McHugh

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 childminder and has taken that into account in their evaluation of the setting.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The inspector observed the interactions between the childminder and the children.
- 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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