

# Childminder report

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Inspection date: 29 March 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	Good
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## What is it like to attend this early years setting?

### The provision is good

The childminder and her assistant create a homely, safe environment for the children who attend. They use settling-in sessions to build relationships with children and their families before they join. Children are visibly happy and settled at this setting. They are comfortable in their surroundings and have a strong relationship with the childminder and her assistant.

Children are free to make choices in their play. The learning environment is thoughtfully arranged to allow children to explore a range of toys independently. Children particularly enjoy selecting the jungle animals. They make sounds that represent those that the animals makes. Children constantly speak to the childminder. The childminder sensitively repeats words back, emphasising the correct pronunciation. This helps to reinforce the development of children's vocabulary and speaking skills.

The childminder and her assistant support children to develop their social skills well. They help children to make positive behaviour choices, such as sharing and taking turns.

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

- Children are encouraged to develop a love of stories and songs. They are given a choice of books to share with the childminder. Children make themselves comfortable as they prepare for the story. They listen and point out the animals in the book. Children repeat words after the childminder and turn the pages of the books independently. This helps to develop children's literacy skills successfully.
- The childminder and her assistant promote children's positive behaviour well. They give children clear instructions to follow. For example, at tidy-up time, children are reminded of the importance of tidying things away. They listen to and follow instructions as they carefully help to put the toys away. This helps children to understand the childminder's expectations of them.
- The childminder develops strong relationships with parents. She keeps them well informed about their child's progress, and works with them to ensure that their child's individual needs are met. The childminder offers a good continuity of care to children. That said, the childminder does not routinely share ideas and suggestions of how parents may support and extend children's learning even further at home.
- The childminder has robust hygiene routines in place for children to follow, and she provides healthy foods and water to drink. She supports children to complete age-appropriate tasks. For example, children wash and dry their hands before eating and older children self-serve. Children feed themselves and are

polite, saying 'please' and 'thank you' at mealtimes. This helps to support children's overall well-being.

- Children enjoy outings in the local community. For example, they go to the library and local playgroups, building on their social skills. Overall, the teaching during activities about people in the wider world and celebrating differences is good. However, children have less opportunity to explore resources that reflect diversity during their free play times.
- The childminder and her assistant work well as a team. They know the children and their families. The childminder and her assistant attend mandatory training, such as paediatric first aid. The childminder has arrangements in place to check her assistant's practice. These include regular meetings and observations. They share a clear vision and are both very passionate about their role in shaping children's learning and development.
- Children take great delight in the water play outside. They fill, pour and empty containers using two hands, demonstrating strength and control. A small slide is available for younger children to use to encourage them to be physically active. Children manage risks when they climb the steps to go down the slide. They have many opportunities to develop their physical skills.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant understand their responsibilities in keeping children safe from harm. They attend regular training in order to keep their safeguarding knowledge up to date. The childminder and her assistant know who to contact and what to do if they have a concern about a child's welfare. They both have a good knowledge of how to recognise signs that a child may be at risk of harm. The childminder carries out suitability checks of her household members and her assistant to ensure that they are suitable. The childminder maintains a safe environment and conducts daily risk assessments at home and for outings to ensure that children are kept safe.

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

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

- support parents to effectively contribute to extending their child's learning and development at home
- foster opportunities for children to enhance their knowledge of the wider community and the differences between themselves and others during their free play.

## Setting details

<b>Unique reference number</b>	EY471036
<b>Local authority</b>	Salford
<b>Inspection number</b>	10280329
<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>	1 to 3
<b>Total number of places</b>	12
<b>Number of children on roll</b>	6
<b>Date of previous inspection</b>	11 September 2017

## Information about this early years setting

The childminder registered in 2013 and lives in Swinton, Greater Manchester. She operates her childminding service all year round from 7.30am to 5pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 6. The childminder works with an assistant.

## Information about this inspection

### Inspector

Lisa Grundy

## 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 childminder.
- The inspector completed a learning walk of the childminder's provision and discussed how she organises and implements her curriculum.
- The childminder took part in a joint observation with the inspector. The inspector considered the quality of education during activities and the impact that this had on children's learning.
- The inspector observed interactions and the conversations between the childminder and her assistant and the children to consider the impact these have on children's learning.
- The parents provided written statements for the inspector so that she could take account of their views.
- The childminder showed the inspector her relevant documentation and evidence of the suitability of the childminder and her assistant.

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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Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

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E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
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