

Childminder report

Inspection date: 17 May 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

Children are warmly welcomed by this experienced childminder, who ensures that children are safe and well cared for. Children feel secure in the caring home-from-home environment. They demonstrate a strong sense of belonging and are very familiar with their surroundings. Children enthusiastically welcome the inspector into the childminder's home.

Children are developing the skills and attitudes they need to help them succeed in their future learning. They are exposed to many activities and experiences that provide a secure foundation for their future learning. These are skilfully adapted and extended 'in the moment', as the childminder uses children's interests and ideas to help them to learn and understand more. Children's excitement builds as they create their own dinosaur garden. They confidently use the knowledge they have gained from previous gardening activities to create a hole for the seeds and know they need to cover them with compost. Children carefully consider where to put the seeds and finally place the dinosaurs. They smile happily as the childminder praises the choices they make. As this activity draws to a close, children's delight is visible as the childminder explains there are more dinosaurs that need their help because they are frozen in ice. Children immediately begin to think about how they can help.

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

- The childminder is mindful of the impact the COVID-19 pandemic may have had on children's emotional well-being. She provides a wealth of outdoor activities, which enables children to benefit from the positive effects of the natural world.
- Overall, the childminder supports children's physical development well. Children enjoy many opportunities to develop their balance, coordination and agility. However, opportunities are not as well promoted for children to develop flexibility in their wrists and muscle strength in their hands and fingers in preparation for eventual handwriting.
- The childminder models language well and routinely introduces new words to build children's vocabulary. Books are highly valued. Children are learning to differentiate between fiction and non-fiction books. For example, the childminder supports children who are eager to learn more about dinosaurs or insects. Children enjoy songs, rhymes and stories as part of their daily routine.
- The childminder supports children effectively as they learn to count. Children are introduced to mathematical concepts and encouraged to use mathematical language. For example, they compare the height and size of dinosaurs as they play. However, the childminder is less confident in her ability to support children to develop a deeper understanding of mathematics.
- The childminder is a positive and consistent role model. Expected behaviours are

clearly explained and children behave well. The childminder gives high levels of praise and encouragement, which motivates children to keep trying and to develop a positive attitude to learning.

- Children learn about the importance of a healthy lifestyle, including good oral health. Children take part in enjoyable activities that help them to learn how to clean their teeth. For example, children use a toothbrush to remove chocolate spread from a set of plastic teeth. They enjoy a range of healthy snacks and benefit from daily opportunities to be physically active in the fresh air. This helps to promote children's good health and well-being.
- The childminder provides opportunities for children to learn about themselves and the lives of others. Children see and meet people in the local community, and these experiences are supported by positive discussions. This strengthens children's awareness of others in society and helps to prepare them for life in modern Britain.
- Partnerships with parents and most other settings children attend are strong. Parents are very complimentary about the quality of care and education their children receive. Information is shared effectively electronically and through regular conversations. This helps to ensure a shared approach to children's care and learning.
- The childminder is well organised and manages her setting well. She is committed to providing high-quality provision. The childminder uses good professional development opportunities to extend her expertise and further improve the quality of care and education she provides.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure understanding of her role and responsibility regarding child protection. She has a written policy and relevant contact details. This means that she can implement appropriate procedures without delay if she is concerned about a child's welfare. This includes in the event of an allegation being made against herself or a member of the household. The childminder implements effective risk assessments to keep children safe. Appropriate explanations help to raise children's awareness of how they can help to keep themselves safe.

What does the setting need to do to improve?

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

- enhance the programme for professional development to further strengthen the educational programme for mathematics
- provide further opportunities for children to develop the muscles in their wrists, hands and fingers, to help them acquire the control and dexterity they need in preparation for eventual handwriting.

Setting details

Unique reference number	EY440911
Local authority	Salford
Inspection number	10264403
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	6
Number of children on roll	10
Date of previous inspection	14 June 2017

Information about this early years setting

The childminder registered in 2012 and lives in Swinton. She operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for three-year-old children.

Information about this inspection

Inspector

Vickie Halliwell

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 and assessed the impact on children's learning. She had a learning walk with the childminder to discuss how the curriculum is planned and implemented.
- The childminder and the inspector discussed how the teaching observed extended children's understanding and linked to the learning intentions for the children.
- The inspector checked all areas of the premises used by children, including the garden.
- The inspector looked at relevant documentation.
- The inspector took account of the views of parents.

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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