

Childminder report

Inspection date:

22 August 2023

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Not Met (enforcement)

What is it like to attend this early years setting?

The provision requires improvement

The childminder has not maintained a good enough oversight of her setting to identify some potential risks in her home. Items, such as a plastering tool, are left within children's reach. However, she provides a homely environment for children and generally supports them to feel safe. Children show they are secure through their close interactions and friendly communication with the childminder. However, the quality of education requires improvement. This is because the childminder does not make the most of her curriculum planning to ensure that children benefit from meaningful learning. Children do make some progress in their development, particularly in their social skills. However, in other areas of learning much of what is learned is incidental. Children benefit from outings and free play, which they clearly enjoy, but the experiences and activities provided by the childminder lack focus on what children need to learn right now. This sometimes impacts on children's attitudes to learning, and they do not always show high levels of engagement and concentration.

The childminder encourages children to use good manners. She has high expectations for their behaviour and conduct. Young children are taught to say please and thank you. However, the childminder fails to implement some of her own rules and routines, such as handwashing before eating. Children are starting to recognise what makes them unique and they develop a positive sense of themselves. The childminder encourages children to compare differences between their appearance, their friends' features and the childminder's pets. For example, the childminder has cats with different coloured fur, which children delight in matching to their own hair colour.

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

- The childminder adopts a curriculum that, overall, is designed to prepare children for school. The childminder knows through her own assessments what she should focus on. However, she does not always plan and sequence learning precisely. For example, during adult-led activities the focus is on the group having fun immersing themselves in paint, rather than on the skills and knowledge individual children require. Some of the identified learning intentions, such as to promote colour and number, are too broad. Children make some progress but not the progress they are capable of.
- The childminder is experienced, enthusiastic and clearly enjoys her work. She has worked diligently since the last inspection to make much needed improvements. However, she recognises that her focus has been on developing her safeguarding knowledge and improving the premises. Training and professional development opportunities have focused on what is available from training providers. This means that some weaknesses in the childminder's

practice have gone unnoticed or have not been prioritised. Nevertheless, the childminder has embraced local authority support and is keen to continue to raise quality.

- The childminder has not fully considered her risk assessments or implemented them consistently. She has failed to identify the possible risks by leaving items, such as air freshener, fly and wasp spray canisters and an empty drinks can, in the environment where children play. This demonstrates a lack of organisation. Nonetheless, due to the small number of children present and the childminder's close supervision, this does not have a significant impact on children's safety.
- The childminder fails to implement consistent hygiene routines. For example, the activity table is not cleaned in preparation for meals. In addition, children are not reminded to wash their hands before eating finger foods. This does not give children consistent messages about healthy lifestyles. However, the childminder provides a range of healthy foods and snacks. She prepares home-made meals of chicken pasta. Children eat watermelon, breadsticks and enjoy water to drink.
- Parents are very complimentary about the childminder. They know what children are doing and feel they are updated with assessments and progress. Parents are advised on how to help to support children's learning at home. For example, they are given suggestions to encourage children to share. Parents praise children's outdoor experiences, such as den making at the park. They appreciate the homely environment that the childminder has created.
- Children enjoy water play with bubbles in the childminder's garden. They pump water into containers and transport the water into new tubs. Children pick up small marbles and post them down narrow tubes into the water. They are developing their hand-to-eye coordination and physical skills.
- Children are supported to feel part of the community. The childminder takes them out to local places of interest to meet with others. A favourite outing is to the bike tracks to ride bicycles. Children also eat fresh fruit and vegetables that are grown and supplied by the childminder's neighbours. This helps to teach children about acts of kindness and sharing with others.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has completed safeguarding training and is aware of child protection procedures. She understands how to take appropriate action if she suspects that a child is at risk of harm. The childminder is confident to make a safeguarding referral to the appropriate agencies, if faced with an allegation. This helps to keep children safe. Children are supervised well inside the home and when the childminder takes them on outings. Safety measures such as reins are used to allow younger children to develop independence, while keeping them close by. The childminder checks everyone is present when getting on and before leaving the bus, once they reach their destination.

What does the setting need to do to improve?

**To meet the requirements of the early years foundation stage and
Childcare Register the provider must:**

	Due date
develop the curriculum to plan and sequence learning precisely and help children to acquire the skills and knowledge needed right now	12/09/2023
improve risk assessment procedures and implement them consistently to identify and remove possible risks.	12/09/2023

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

- focus professional development opportunities and training more closely on improving the quality of education
- be more consistent with hygiene routines to promote children's health
- reflect on practice to identify and address any minor gaps in implementing procedures and to raise quality to the highest level.

Setting details

Unique reference number	504113
Local authority	Salford
Inspection number	10287621
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	1 to 10
Total number of places	6
Number of children on roll	4
Date of previous inspection	15 March 2023

Information about this early years setting

The childminder registered in 2001. She lives in the Eccles area of Salford. She operates Monday to Friday all year round, from 7am to 6pm except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3.

Information about this inspection

Inspector

Layla Davies

Inspection activities

- The inspector discussed any continued impact of the COVID-19 pandemic with the childminder and has taken that into account in their evaluation of the setting.
- The quality of education was observed and the inspector assessed the impact this has on children's learning.
- The inspector and childminder discussed the intent of the curriculum.
- The childminder and the inspector evaluated an activity together.
- Relevant documentation was checked and discussed, such as training certificates. The inspector reviewed the childminder's self-evaluation and checked evidence of her suitability and the suitability of her household members.
- Children were spoken to when appropriate.
- The childminder and the inspector held ongoing discussions throughout the inspection.
- The inspector gathered 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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