

Childminder report

Inspection date:

26 September 2023

Overall effectiveness

Good

The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous inspection

Outstanding

What is it like to attend this early years setting?

The provision is good

Children have a lovely experience with this kind and attentive childminder. She focuses on building strong bonds with children to help them to feel safe in her care. Children seek her out for reassurance and cuddles throughout their session. This promotes children's emotional well-being and helps them to form secure relationships. Very new children are particularly well settled and confident in the environment.

The childminder sensitively implements some very simple, age-appropriate rules and boundaries, such as handwashing after outdoor play. She models good manners and encourages children to share. Despite being very young, children are beginning to learn about respectful behaviour and what is expected of them. These are important skills that are needed for the future.

The childminder plans an ambitious curriculum that focuses on what children need to learn next. She provides opportunities for children to develop key skills, such as feeding themselves by using cutlery. Children explore edible messy play, using a variety of tools. They practise scooping and transferring ingredients into bowls to develop their hand-eye coordination, in preparation for using a spoon at lunchtime. Children show a good degree of control for their very young age. They are well prepared for the next stage in their learning.

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

- The childminder has a good understanding of child development. She uses her knowledge to sequence and adapt her curriculum to meet children's unique needs. Procedures for monitoring children's development support the childminder to plan accurate and achievable next steps in learning. She can clearly identify and address any gaps in development at the earliest opportunity. Children are making good progress from their individual starting points.
- Overall, the childminder promotes children's communication well. She talks to children a lot and introduces a variety of new and interesting words, such as smooth and spikey. The childminder sings to children and models the actions of the words to support their understanding. However, on some occasions she does not give children enough time to practise the new words they have learned. Additionally, she sometimes uses the incorrect terminology for words, such as 'bowbies' instead of sleep. This hinders children's emerging speaking skills.
- Children have a lovely attitude to learning. They show perseverance and determination when learning new skills. For instance, when learning to stack rings, children focus intently on positioning the rings correctly. They keep trying when at first they do not succeed. The childminder offers lots of positive praise, boosting children's confidence and self-esteem. Children are becoming eager

and motivated learners.

- The childminder provides children with lots of opportunities to develop their physical skills. She adapts her environment to support babies who are learning to walk and take steps independently. Children learn to climb and balance in the outdoor area, carefully navigating the ride-on toys with little support. The childminder supports children to develop their fine motor skills, using mark-making equipment and musical instruments. This helps to strengthen their small finger muscles in preparation for early writing.
- Children have lots of experiences in the community. They visit the local park and soft-play area to further promote their emerging physical skills. The childminder takes children to a playgroup to introduce them to new friends and people who are different from themselves. This broadens children's social skills and builds their confidence in social situations.
- Parents are very happy with the quality of care that is provided. The childminder involves them in their children's learning from the very start. She gathers information about what children can already do when they first start at her setting to inform her bespoke planning. Parents receive information about children's development, next steps and how they can support learning at home. This helps to ensure continuity in children's learning and contributes to their good progress.
- The childminder places high priority on professional development. She seeks out training to extend her knowledge and skills based on the needs of the children. For instance, she recently completed training on transitions and settling in. This helped to support those children leaving for school and those due to start at the setting. Her commitment to professional development helps to ensure that children receive a high quality of education.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure knowledge of what constitutes a safeguarding concern. She recognises the signs and symptoms of abuse and knows the procedures to follow if she is concerned. The childminder is alert to the indicators that a child or family may be at risk of being drawn into extreme behaviours. She has completed additional training to embed her knowledge further. The childminder understands how to manage allegations against herself or a member of her household.

What does the setting need to do to improve?

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

- give children more time to practise the new words they are learning
- use the correct terminology for words to help children hear and learn the correct

vocabulary.

Setting details

Unique reference number	307256
Local authority	Salford
Inspection number	10301427
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	10
Date of previous inspection	11 January 2018

Information about this early years setting

The childminder registered in 1996 and lives in the Pendlebury area of Salford. She operates all year round, from 7.30am to 5.30pm, Monday to Thursday, except for bank holidays and family holidays. The childminder holds an appropriate early years qualification at level 3. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Kayte Farrell

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 childminder gave the inspector a tour of the setting, and they discussed how the curriculum is planned and implemented.
- The inspector observed the quality of education indoors and outdoors and evaluated the impact on children's learning.
- Discussions were held with the childminder and parents at appropriate times throughout the inspection.
- Leadership and management discussions were held with the childminder throughout the inspection. The inspector checked documents relating to the suitability of people living and working on the premises. They checked qualification certificates and paediatric first-aid certificates.

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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