

# Childminder report

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Inspection date: 9 October 2023

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Requires improvement

## What is it like to attend this early years setting?

### The provision is good

The childminder provides a home-from-home environment in which children feel safe and secure. The childminder and her assistants encourage children to use good manners and to use kind behaviours. For example, children show care as they find squirrels in the park and leave squirrel food for them. They gently carry ladybirds and take them to show to their friends. They scream with excitement together as they fly away. The childminder creates a calm, nurturing environment and, overall, children's behaviour is good.

Since the last inspection, the childminder has worked closely with the local authority early years advisers to make significant improvements. She has addressed the actions raised at the last inspection. For instance, the childminder has adapted her curriculum so that it builds on what children know and can do. Overall, this is implemented well. The childminder skilfully uses outings to support children's development. For example, she encourages children to tune into sounds that they can hear in the environment, such as planes. As children find bugs, the childminder and her assistants talk about the number of spots that they can see. All children make good progress in their learning.

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

- The childminder's assistants feel supported in their roles due to the frequent supervisions and coaching they receive. However, there is scope to target this support further to address minor inconsistencies in the quality of education. For example, the childminder and her assistants do not organise group times as well as they could. As some children become disengaged, the childminder does not always deploy her assistants effectively to support children's individual stages of learning. This leads to some children becoming frustrated. Furthermore, the childminder and her assistants do not consistently encourage children to think about wider emotions, to support their learning about how they feel.
- Children's physical development is supported well. The childminder provides opportunities for children to strengthen their large-muscle skills. They climb and balance and use their strength and coordination to climb up play equipment at the local park. They shout, 'I did it!', with great pride as they reach the top. The childminder also recognises the importance of supporting children's small-muscle skills in readiness for later writing. As children explore dough, she encourages them to roll and squeeze it. She teaches children how to use knives and to pour their own drinks. Children make good progress in their physical development.
- Mathematics is promoted well throughout the setting. The childminder and her assistants encourage children to count objects in a variety of contexts. For example, they count how many pieces of fruit they select at snack time. They collect leaves at the park and count them as they add them to the bag. The

childminder encourages children to look at the colour and shape of each leaf. Children point out shapes in the environment as they walk to the park. They develop positive attitudes to and interest in mathematics.

- Children's individuality and characters are valued. The childminder and her assistants speak a variety of languages and encourage children to engage in conversations in both their home languages and in English. The childminder provides children with many opportunities to socialise with new people in the community. These experiences help children to become aware of the similarities and differences between themselves and others, and they support them to feel valued and represented.
- The childminder teaches children about the benefits of a healthy lifestyle. Children are provided with healthy foods. For example, as they add fruit to their 'fruit kebab' at snack time, the childminder discusses the benefits of eating fruits. The childminder and her assistants encourage children to follow effective handwashing practices. They provide frequent opportunities for children to visit the local park, where children have space to run and to get out of breath. These experiences help to promote children's health and physical well-being.
- Parental feedback is highly positive. The childminder identifies children's developmental starting points by gathering information from parents before children start and through discussions during settling-in visits. Parents describe the childminder and her assistants as 'professional' and 'kind'. The childminder shares updates with parents about their children's learning and what experiences they have enjoyed. Parents state that this helps them to support their children's development at home.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistants demonstrate good knowledge of the signs of abuse and the procedures to follow. The childminder is confident with the procedures to follow if an allegation is made against her, her assistants or a member of the household. The childminder risk assesses her home, as well as outings, to ensure that any potential risks are identified and mitigated. The childminder and her assistants teach children how to use knives safely and about road safety when out in the community.

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

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

- strengthen the deployment and organisation of group activities to maximise learning opportunities for all children
- sharply focus professional development to help embed the curriculum in order to consistently support children in managing their emotions.

## Setting details

<b>Unique reference number</b>	EY561316
<b>Local authority</b>	Salford
<b>Inspection number</b>	10261765
<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>	0 to 9
<b>Total number of places</b>	6
<b>Number of children on roll</b>	9
<b>Date of previous inspection</b>	12 October 2022

## Information about this early years setting

The childminder registered in 2018 and lives in Salford, Greater Manchester. She works with two assistants. The childminder operates all year round, from 7.30am to 7pm, Monday to Friday, except for bank holidays and family holidays.

## Information about this inspection

**Inspector**  
Rebecca Weston

## 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 childminder joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want the children to learn.
- Parents shared their views of the childminder with the inspector.
- The inspector carried out a joint observation of an activity with the childminder.
- The children communicated with the inspector during the inspection.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector observed the interactions between the childminder, her assistants and the children.

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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