

# Childminder report

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Inspection date: 3 October 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

Children are happy in the care of the warm, friendly childminder. They thoroughly enjoy the time they spend with her. Younger children, particularly those who are new to the setting, settle quickly in the childminder's care. They show that they feel safe and take comfort in knowing that the childminder is always close by for support. Babies explore freely and begin to pull themselves up in preparation for walking. The childminder quickly attends to the children's needs and offers regular praise. This helps to build their confidence and self-esteem.

The childminder offers good experiences for children to support their learning and development. She supports children to build their confidence and social skills. Children engage eagerly in conversations with the childminder and express their choices. For instance, children ask to repeat action songs. Babies and children enthusiastically sing and perform the actions of familiar songs, such as 'Sleeping Bunnies'. This helps to build skills in communication and language. Children enjoy playing with a range of instruments. The childminder sings songs to them, pausing to encourage them to join in. For example, she models the actions of 'Twinkle Twinkle Little Star' as children shake bells and beat tambourines. This provides opportunities for children to engage in music-making and singing.

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

- The childminder completes all mandatory training. She meets daily with other childminders, and together they discuss activities and share examples of good practice. This supports the childminder to constantly reflect on and adapt her practice for the benefit of children's overall development.
- Overall, the childminder has developed a good curriculum based on children's interests and individual needs. She has clear intentions for what she wants them to learn. However, she does not plan precisely enough to fully support children's identified next steps in learning and enable them to make the best possible progress.
- Children enjoy selecting their favourite books. They climb on the childminder's knee to look at the pictures as they listen to the story. The childminder encourages children to turn the pages and describe what they see. She introduces new words, such as 'owl' and 'feathers'. This helps to extend children's developing vocabularies.
- Overall, the childminder manages behaviour well. Generally, children behave and listen to the childminder. However, she doesn't always support children to show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly.
- Children have lots of fun as they enjoy listening and dancing to music played to them. They explore musical instruments that they enthusiastically bang and

shake. The childminder helps children to develop an understanding of how sounds can change and be creative.

- The childminder teaches children to manage their own personal needs. Children have access to individual water bottles, which they access throughout the day. They learn to feed themselves at snack time and understand the importance of hand washing. Children are becoming increasingly independent.
- The childminder focuses on supporting children's independence as part of school readiness. She liaises with the school nursery and parents to gather information about school readiness. Furthermore, she shares key information to support a smooth transition. The childminder supports children to become confident and eager learners to prepare them for the next stages in their learning.
- Partnerships with parents are very positive. Parents say that they value the daily updates on what their child has experienced and achieved. The childminder shares ideas and suggestions on what parents can do at home to further contribute to their child's learning. This helps to ensure a consistent approach to children's care and learning.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a thorough understanding of safeguarding issues. She attends regular training to keep her safeguarding knowledge updated. The childminder is able to recognise the signs that could indicate a child is at risk of harm. She knows the reporting procedures if she were to have concerns about a child. The childminder understands the procedures to follow in the event of an allegation being made against herself or a household member. She has an effective fire evacuation procedure in place. The childminder is trained in paediatric first aid and understands how to respond to accidents and injuries.

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

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

- plan for learning intentions more precisely to further focus on children's next steps in learning and help them to make the best possible progress
- develop a more consistent approach with clearer explanations to help children to manage their own feelings and behaviour and to understand the impact their behaviour has on others.

## Setting details

<b>Unique reference number</b>	307369
<b>Local authority</b>	Salford
<b>Inspection number</b>	10308071
<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 7
<b>Total number of places</b>	6
<b>Number of children on roll</b>	5
<b>Date of previous inspection</b>	15 March 2018

## Information about this early years setting

The childminder registered in 1999 and lives in Salford, Manchester. She operates all year round, from 8am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. The childminder provides funded early education for three- and four-year-old children.

## Information about this inspection

**Inspector**  
Suzy Marsh

### 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 discussed how the curriculum is arranged to support children's learning.
- The inspector observed activities in the childminder's home.
- The childminder and the children spoke with the inspector at appropriate times during the inspection.
- Parents' views were considered during the inspection.
- The inspector reviewed the childminder's safeguarding policy and evidence of her paediatric first-aid qualification.

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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