

Childminder report

Inspection date: 9 November 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 thrive in this home-from-home environment, where they demonstrate they feel safe and secure. Children have a secure bond with the childminder. They seek her out for play, praise and comfort. She is receptive to their needs and recognises each child's unique personality within her nurturing approach. This supports children's growing confidence. The childminder promotes children's attention and supports them to focus. They develop an understanding of what is expected of them. Children help when requested to tidy and understand the impact of their actions on others. Children happily share, take turns and play harmoniously with other children.

The childminder plans interesting activities for children and, as a result, children are excited to learn. The childminder has instilled a love of reading within all children who attend. She uses books to enhance children's experiences. Children select books and take them to the childminder to read and snuggle up to the her when they listen. This helps to develop children's early literacy skills. Babies demonstrate confidence and are eager to explore and investigate their surroundings. They show a good understanding of how things work. For example, when they press the buttons on toys to make them light up and make sounds. They show positive attitudes and work hard to achieve their goals.

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

- The childminder has a wealth of previous knowledge and experiences to draw on, which she uses daily to provide good care and education to all children. She ensures that she keeps her mandatory training up to date. However, she has not focused on identifying professional development opportunities to build on her knowledge and skills to further enrich aspects of her practice over time.
- The childminder is a positive role model. The childminder meets with other childminders regularly at local groups and at each other's homes. The children then get to mix with other children of their own age to develop their social skills and confidence. The childminder gently reminds children to say please and thank you, to help develop their manners.
- The childminder encourages children to explore using their senses. For example, children engage in investigating different materials, such as iced water, pipe cleaners and crumpled paper. Children are well motivated as they explore the textures and feel the cold on their skin. They focus closely as they master their knowledge of colours. Children receive lots of praise from the childminder for their achievements.
- Children have rich opportunities to learn about and understand the world around them. Children go on bus trips with the childminder to attend museums. The childminder plans interesting experiences locally and further afield. She takes

children to airport viewing areas, visits to the zoo and to attend the cinema. Children see and meet people in the local community. This strengthens children's awareness of others in society and helps to prepare children for life in modern Britain.

- Children enjoy the childminder reading them stories and listen intently. The childminder asks children questions as they play to help them develop their speech. She uses descriptive language and introduces new words to help extend children's vocabulary. However, she occasionally uses too many questions and ideas which require many different responses. This is not always effective to help children to practise their developing speaking skills and to respond with their own ideas.
- Children are supported to be independent. From a young age, children are encouraged to feed themselves. Very young children confidently pick up finger food with their hands. Children learn about personal hygiene and being healthy. For example, they are familiar with good hygiene routines, such as washing their hands before eating. This helps children to learn how to follow a healthy lifestyle.
- Parents praise the good-quality service the childminder provides. They state that the childminder shares information with them daily. For example, about their children's care, the activities they have taken part in and how to extend their children's development at home. This has a positive impact on children's next steps in education.

Safeguarding

The arrangements for safeguarding are effective.

The childminder demonstrates a secure knowledge and understanding of safeguarding and child protection. She can identify signs that may mean a child is at risk from harm. She has a secure knowledge of local safeguarding partnerships and knows how to refer a child she has concerns about. She also knows the procedure to follow in the event of an allegation being made in relation to herself or a household member. The childminder has a good understanding of risk assessment in her home and when taking children out into the local community. The childminder attends first-aid training. This helps her to respond to accidents or injuries appropriately.

What does the setting need to do to improve?

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

- strengthen the use of self-reflection to identify areas for professional development to further develop the quality of the provision
- enhance the curriculum for communication and language to consistently develop children's speaking skills.

Setting details

Unique reference number	EY437004
Local authority	Salford
Inspection number	10308360
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	0 to 3
Total number of places	6
Number of children on roll	6
Date of previous inspection	15 March 2018

Information about this early years setting

The childminder registered in 2011 and lives in the Salford area of Greater Manchester. She operates all year round, Monday to Thursday, between 8am and 6pm, except for bank holidays and family holidays. The childminder holds an appropriate level 6 qualification and provides funded early education for two-, 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 childminder.
- The childminder spoke to the inspector about children's learning and development and how she plans for their progress.
- The inspector carried out a joint observation of an activity with the childminder.
- The inspector observed the interactions between the childminder and children.
- Parents shared their views of the childminder with the inspector via written feedback.
- The childminder provided the inspector with a sample of key documentation.

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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