

Childminder report

Inspection date: 19 December 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

The experienced childminder creates a calm and safe environment, where children have a tremendous time as they learn. Children are eager to attend. They smile as they join their friends, and they settle well. The childminder provides a curriculum where children learn as they play. She supports their development as she carefully weaves learning into the activities they choose. For example, children decide to play with the pretend food. The childminder joins their play and talks to them about number, colour and shape. She encourages children to look at the segments of the cake. She offers them a plastic knife to cut a toy cake in half. Children are developing their understanding of basic mathematics. The childminder uses children's past experiences to help them build new skills. For example, while they develop their physical skills, she reminds children that they saw a heron on a recent trip out. Children have great fun as they practise balancing on one leg like the heron. Children develop strength in their large muscles, and they develop their coordination.

The childminder has built close and loving bonds with the children, and she encourages them to build friendships and work together on tasks. For example, children work hard to pull a vacuum cleaner into the room to tidy up from an activity. They negotiate well as they work out how to manoeuvre the vacuum cleaner to get it through the doorway. Children develop their social skills, and their behaviour is good. The childminder uses children's home language and English during the day. They sing songs in both languages. Children develop their speech in both Yiddish and English.

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

- The childminder plans her curriculum well. She discusses children's targets with parents, and children benefit from a consistent approach. In addition to regular conversations with parents, she provides a newsletter, which explains current learning and gives ideas of activities and songs to help children's development. This helps children's learning to be continuous, and children make good progress.
- The childminder has attended training to build her understanding and develop skills in teaching mathematics, maximising learning in this area. Children are proficient in counting, matching and sequencing, as well as shape recognition. The childminder builds on children's skills, for example, children quickly progress from counting to adding one more number on. This high level of teaching is not always carried out consistently to the same very high standard across all areas of learning.
- Observation is used to support assessments of the children. The childminder is confident in identifying any delays or gaps in learning. She knows how to

provide activities to support development. Where additional support is needed, she works in partnership with professionals such as speech therapists. This helps to reduce gaps in learning.

- The childminder provides regular outings with the children where they meet up with other childminders. This gives them the opportunity to play with a larger group of children. Children develop in confidence, and they build their social skills.
- The childminder provides opportunities for children to develop their self-help skills throughout the day. Children are given a plastic knife to cut grapes at snack time, and they learn to put their own coat on to go outside. Children are increasingly independent.
- During play, children are encouraged to problem-solve. For example, the childminder helps children to consider the best way to move the slices of a toy cake around so that they fit into a circle. They clap their hands in joy when they fit all the pieces in the right place. Children are proud of their achievements, and they build resilience as they continue at a task.
- The childminder uses outings to help children learn about being safe outside. They practise crossing the road safely, and they talk about stranger danger. Children are beginning to build their knowledge about keeping themselves safe.
- The childminder models caring and kind behaviour. Children copy this, and they play well together. They invite other children to join them as they play, and they share well. Behaviour is good.
- The childminder supports children to learn about the similarities and differences in families within their community. For example, they look at the decorations on houses and discuss the events that families might be celebrating. Children build their knowledge of their community and the world around them.

Safeguarding

The arrangements for safeguarding are effective.

The childminder knows her role and responsibilities in keeping children safe from harm. She attends regular safeguarding training to keep her knowledge up to date. She knows the signs and symptoms of abuse, and she knows what she should do if she is concerned about the welfare of a child in her care. The childminder has completed paediatric first-aid training, and she knows how to administer basic first aid. The childminder helps children to learn about road safety on trips out.

What does the setting need to do to improve?

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

- continue to strengthen the curriculum so that the high quality of teaching is consistent across the curriculum.

Setting details

Unique reference number	EY484101
Local authority	Salford
Inspection number	10305035
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	2 to 2
Total number of places	6
Number of children on roll	2
Date of previous inspection	8 February 2018

Information about this early years setting

The childminder registered in 2015 and lives in Higher Broughton in Salford, Manchester. She operates all year round, from 8.50am to 1.20pm, Monday to Thursday, and until 12.30pm on Fridays, except for some bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. The childminder provides funded education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Lynn Richards

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 provider and has taken that into account in their evaluation of the provider.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- Children spoke to and communicated with the inspector during the inspection.
- The inspector carried out a joint observation of an activity with the childminder.
- Parents shared their views of the setting with the inspector.

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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