

Childminder report

Inspection date: 18 January 2024

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 childminder provides a safe and welcoming environment. Children separate from parents with ease and quickly settle into play and learning. They have strong bonds with the childminder and seek her out for cuddles and reassurance when necessary. This helps children to feel emotionally secure and boosts their well-being. The childminder is kind and caring, she engages in respectful interactions with children. Children receive gentle prompts about sharing and turn taking. They follow simple instructions well and know the daily routine. Children behave positively and are learning what is expected of them.

Overall, the childminder provides a broad and interesting curriculum that helps children to make good progress. She promotes children's communication and language development well. The childminder responds sensitively to babies' babbling, engaging them in back-and-forth dialogue. This helps babies to begin to understand how conversations are structured. She introduces older children to a range of new and interesting words, such as cylinder, cube and narrow. This broadens children's vocabulary and helps to promote good speaking skills. Children are becoming confident communicators, who can express their needs and opinions.

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

- The childminder has some good ideas about the different things she wants children to learn. She monitors their development to identify next steps and any gaps in learning. However, she does not always use this information when planning and implementing her curriculum. Consequently, some activities lack a specific focus on what children need to learn next. This means children are not consistently building on their existing skills.
- Children show resilience and determination as they build structures from blocks. Older children carefully negotiate how to balance tall towers without them falling down. The childminder introduces words such as taller and wider to help children describe what they are doing. Babies show good hand-eye coordination as they bang bricks together and balance one on top of another. This strengthens children's small hand and finger muscles in preparation for early writing.
- Older children love taking part in adult-led activities. They demonstrate good levels of concentration and determination when matching shapes to a peg board, and learn new words, such as hexagon. However, the childminder does not always consider how to adapt adult-led activities further to help younger children participate more purposefully. This hinders their learning experience and engagement levels.
- Children enjoy listening to the childminder read. They remember key phrases from familiar books and copy the childminder's actions. Children giggle as they

act out some parts of the story. The childminder tests out children's knowledge by asking questions about the book and encouraging them to share their ideas. This helps to develop children's literacy skills and prepares them for school.

- The childminder works hard to teach children about leading a healthy lifestyle. She provides a healthy balanced diet and shows children how to grow vegetables and herbs. Children have daily access to outdoor play and attend bike-riding sessions in the community. This teaches children new skills and contributes to their overall good health.
- Parents are happy with the quality of care provided by the childminder. She involves them in children's learning from the beginning. Parents contribute to children's baseline assessment and receive updates about their ongoing progress. They welcome support from the childminder about how to extend children's learning at home. This helps to provide continuity in children's education.
- Older children wash their own hands and use knives and forks at lunchtime. Babies seek out their own water cups and learn to feed themselves with support from the childminder. Children learn about the importance of good hygiene procedures and talk about removing the germs from their hands before eating. They are developing some of the important independence skills needed for the future.
- The childminder places high value on her professional development. She accesses a range of online training and webinars to further her knowledge and skills. The childminder links with other childminders in her network to share good practice and experiences. This helps her to provide children with a good quality of education.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- consider children's next steps more closely when planning and implementing the curriculum
- adapt group activities further for younger children to help them engage more in purposeful learning.

Setting details

Unique reference number	EY495191
Local authority	Salford
Inspection number	10308542
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	1 to 3
Total number of places	6
Number of children on roll	5
Date of previous inspection	6 March 2018

Information about this early years setting

The childminder registered in 2015 and lives in Swinton, Manchester. She operates all year round from 7.30am to 5pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a nationally recognised qualification at level 3. The childminder sometimes works with an assistant. She is eligible to provide funded 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 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.
- The inspector spoke to children, to find out about their time at the setting.
- The inspector observed the interactions between the childminder and children.
- The childminder provided the inspector with a sample of key documentation on request.

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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E: enquiries@ofsted.gov.uk
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