

Childminder report

Inspection date:

16 February 2024

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Requires improvement

What is it like to attend this early years setting?

The provision requires improvement

The childminder does not provide an ambitious enough curriculum for children. This sometimes impacts on children's attitudes to learning and does not provide children with a consistently good quality of education. At times, the strategies that are used by the childminder to manage children's behaviour do not fully support children to develop their understanding of how their actions impact others and to learn strategies to self-regulate.

The childminder does provide some opportunities for children to develop their skills. Children are encouraged to develop their small-muscle movements as they use tweezers to pick up small objects. The childminder provides time for children to express themselves freely through painting activities as they explore making marks on paper. The childminder provides a warm and welcoming atmosphere for children. This helps form strong bonds with the children. Children demonstrate that they feel secure with the childminder and settle quickly. The childminder encourages children to be kind to others. During play, the childminder explains to the children about respecting other children's space and allowing them freedom to play.

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

- The quality of education is not consistently good. Since the last inspection, the childminder's understanding of what she intends for children to learn has improved. She has developed a curriculum which focuses on the key skills she wants children to develop. However, despite having an overall curriculum intent, the childminder does not consider this enough when implementing activities. For example, the childminder does not consistently differentiate between the different ages of children. This leads to the learning outcomes, particularly for older children, being too simple and not fully meeting their learning needs. This results in the quality of education varying and children not always making the best possible progress.
- The childminder does not fully support children's communication and language development through her interactions. During interactions with the children, the childminder provides a running commentary of what the children are doing and does not encourage the children to speak. This does not help improve their language skills. Consequently, children do not respond and this limits their communication. However, the childminder does encourage children to develop their vocabulary through stories and regularly takes children to the local library to pick books relating to their interests.
- The childminder is able to reflect on behaviour management strategies. However, she does not always manage young children's behaviour in an age-appropriate way. This does not help children understand what is expected of

them. However, the childminder does have setting rules in place which she shares with children. For example, the childminder encourages children to take turns and share with their friends. During tidy-up time, children carefully pick up the items they have been playing with and put them back where they belong. Children demonstrate respect.

- The childminder has not fully considered children's intimate care needs. For example, the childminder does not have procedures in place should children require spare clothing while on outings. This means that children's individual care needs are not always met, which does not support their well-being. However, the childminder has reflected on this and has put measures in place to ensure children are always appropriately clothed during outings.
- Children make choices and lead their own play. They happily explore a range of resources the childminder provides for them. Children are imaginative. They enjoy constructing with blocks. However, on occasions, the childminder's interventions in children's play do not provide children with ambitious and exciting experiences to promote positive attitudes to learning. This occasionally leads to children flitting from one activity to another and not developing their concentration.
- The childminder has strong relationships with the children. Children regularly go to the childminder for support and comfort. They cuddle up on the childminders knee as she talks to them and reassures them. This helps children to feel happy and secure in their environment.
- Parent partnership is strong. Parents say the setting is a home from home and children enter with smiles on their faces. The childminder communicates regularly with parents about what she is doing with the children and shares children's development files with parents on a monthly basis. This helps parents continue children's learning at home.

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 meet the requirements of the early years foundation stage, the provider must:

| | |
|--|-----------------|
| | Due date |
|--|-----------------|

| | |
|--|------------|
| implement an ambitious curriculum that considers children's age, stage and individual developmental needs to provide meaningful experiences that build on what children already know and can do. | 15/03/2024 |
|--|------------|

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

- strengthen behaviour management strategies to support younger children to have a better understanding of expected behaviour in an age-appropriate way
- develop interactions with children during their play to help further support their learning, in particular their communication and language development.

Setting details

| | |
|--|---|
| Unique reference number | 504113 |
| Local authority | Salford |
| Inspection number | 10333642 |
| 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 | 1 to 10 |
| Total number of places | 6 |
| Number of children on roll | 10 |
| Date of previous inspection | 22 August 2023 |

Information about this early years setting

The childminder registered in 2001. She lives in the Eccles area of Salford. She operates Monday to Friday, all year round, from 7am to 6pm, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3.

Information about this inspection

Inspector

Joanne Buckley

Inspection activities

- The inspector discussed any continued impact of the pandemic with the childminder and has taken that into account in their evaluation of the childminder.
- We carried out this inspection as a result of a risk assessment, following information we received about the provider.
- The childminder showed the inspector the premises and discussed how they ensure they are safe and suitable.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their curriculum.
- Children communicated with the inspector during the inspection.
- The inspector observed the interactions between the childminder and children.
- The inspector carried out a joint observation of a physical development activity with the childminder.
- Parents shared their views of the setting with the inspector.
- 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2024