

Childminder report

Inspection date: 8 March 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

Children are well settled in the care of the calm and patient childminder. They have a close bond with her and confidently speak with her throughout the day. Children eagerly share their ideas and games with the childminder and happily invite her to join them in their play. The childminder provides a range of resources and activities that interest children and ignite their curiosity.

Children benefit from ample opportunities for physical and outdoor play. They use a variety of outdoor equipment confidently, such as push-along vehicles and climbing apparatus. The childminder supports children's love of outdoor play through visits to the local park, where children engage in more-strenuous physical play. This allows the childminder to discuss healthy living with children. During these outings, the childminder also discusses risks and how children can keep themselves safe. This supports children's well-being. The childminder supports children to learn about self-care routines from an early age. She assists children in learning about the use of the bathroom and discusses the importance of keeping their hands clean. This helps to prepare children for the next stages in their learning.

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

- The curriculum is built around the children's interests and individual needs. The childminder uses her observations of children to plan activities to support their next steps in development. However, the childminder does not continuously focus on achieving the learning intentions of an activity. As a result, children benefit less from activities as their learning is not always fully considered.
- Children are articulate and confident in their communication. The childminder has encouraged children to be curious, ask questions and explore topics. For example, while playing with toy animals, children actively seek out the name of a group of rhinoceroses. This supports children's growing vocabulary and curiosity.
- The childminder provides children with a range of activities to learn about festivals from around the world. Children delight in making gifts to take home and share with their family. For instance, children are supported to make gingerbread people for the significant female in their lives for Mother's Day celebrations. This helps children to learn about important events and respect all cultures.
- The childminder encourages children to be respectful and supportive of each other. They are keen communicators, talking to each other eagerly and with great understanding. Children wait for their peers to speak and have a view, while the childminder offers praise and encouragement. This supports the development of children's self-esteem.
- Children's behaviour is good. They take turns in their play and offer each other praise and encouragement when they find something tricky. For example, as

children play outdoors with toy dinosaurs, they discuss how and what the dinosaurs might like to eat. The childminder suggests 'lovely white stones' and they work together to identify the area of the garden where these can be found. They offer words of encouragement and praise to each other while they do this.

- Although children are supported to learn about numbers and shapes, they are not consistently challenged by the childminder to develop their mathematical skills. As a result, not all children are receiving the full focus they need to build on their current skills.
- The childminder has worked hard to develop and maintain positive working relationships with parents and other professionals. She shares a wealth of information with them about children's learning and supports them in developing their understanding of how children learn best. Communication with the local schools supports smooth transitions and consistent learning opportunities.
- The childminder ensures that her assistant has a good understanding of the safeguarding and welfare requirements and the responsibilities of their role. They have regular discussions to ensure that all children's developmental and emotional needs are met. The childminder makes sure that all the required training for herself and her assistant is up to date.

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:

- focus more precisely on implementing the learning intentions to support learning outcomes for all children
- utilise activities to extend children's understanding of mathematics.

Setting details

Unique reference number	EY252114
Local authority	Salford
Inspection number	10312327
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	2 to 8
Total number of places	6
Number of children on roll	9
Date of previous inspection	26 April 2018

Information about this early years setting

The childminder registered in 2002 and lives in the Swinton area of Salford. She holds an early years qualification at level 3 and occasionally works with an assistant during school holidays. The childminder operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for two- and three-year-old children.

Information about this inspection

Inspector
Shelley O'Brien

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 viewed the areas of the premises used for childminding. She spoke with the childminder about how she intends to deliver her educational programme for children.
- The childminder and the inspector reflected on activities together and discussed children's learning.
- The inspector gathered the written views of parents and carers and has taken them into account in her evaluation of the setting.
- The inspector observed the childminder and her interactions with children.

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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