

Childminder report

Inspection date:

4 February 2025

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

Not Met (with actions)

What is it like to attend this early years setting?

The provision requires improvement

The childminder does not fully understand how children learn. As a result, she does not consistently deliver a curriculum that is tailored to meet children's individual learning needs. This does not help children to make good progress. The designated playroom is clean and spacious, which promotes children's health and gives them space to move freely. However, the childminder has not organised the learning environment well enough. For example, during free play, the childminder sets out a narrow range of activities, such as construction toys. Although children are engaged and enjoy building structures, these activities alone do not provide them with high-quality learning experiences. This does not fully support children's learning and build on their capabilities.

A strength of the setting is how well the childminder supports children who speak English as an additional language. The childminder offers children reassurance as she speaks to them in their home language. This generates lots of smiles and responses. At other times, the childminder introduces words in English to help children develop their English language speaking. The childminder also ensures that any assistants adopt this consistent approach. Parents are delighted that their children are learning lots of English words.

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

- The childminder is aware that some aspects of her provision need to improve. She has welcomed suggestions from the local authority advisers to help enhance the environment for children. For example, the childminder has purchased some floor mats, so children can sit comfortably as they read books. However, other suggestions have not been actioned. Consequently, the environment is not as stimulating as it could be. This does not fully support children's progress.
- The childminder has some knowledge of what children need to learn. However, she does not have a clear understanding of how to implement a curriculum that focuses on children's next steps in learning. For example, the childminder is aware that some children need to develop their muscles through activities, such as obstacle courses and mark-making activities. However, the curriculum does not always provide opportunities for children to develop these skills. This means children are not consistently building their knowledge and skills.
- Children are very well behaved and enjoy their time in the setting. They show kindness to their peers as they share the building blocks. Children also understand the routine, which gives them stability as they know what is happening next. For example, when the childminder sings the tidy-up song, children tidy the toys away without any prompts.
- The childminder is determined to help children learn about others. During walks to the park, the childminder talks to children about the people they meet. This

helps children to understand about similarities and differences. During winter walks, children enjoy looking at lights that commemorate Hanukkah and Christmas. As a result, children are beginning to learn that people have different beliefs and celebrations.

- Children learn different words and sounds because the childminder models language clearly. She also encourages assistants to do the same, which helps to create a language-rich environment. Consequently, children listen and begin to use words in context.
- Parents are complimentary about the childminding provision and the progress their children have made. They appreciate the childminder sharing information in the 'link book', which keeps them up to date on their children's day. The childminder speaks to parents about their children's progress and offers ideas on how to support their communication and language. This works well for children who may need some extra help to develop these skills.
- Children benefit from healthy snacks, such as fresh fruits, which help them to learn about healthy food choices. The childminder also takes account of children's preferences. For example, she recognises that some children do not like the fruit textures. As such, the childminder offers healthy alternatives, including rice cakes. This helps to support children's health and well-being.
- The childminder is committed to her role and wants to give children the best start. However, she has not made the most of professional development opportunities to help provide a purposeful environment for children. Furthermore, she does not have a secure knowledge of how to teach the curriculum. Consequently, children do not benefit fully from the early educational opportunities provided.

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:

- provide a rich and stimulating environment to support children's learning
- construct a curriculum that is consistently ambitious and designed to enhance children's learning
- improve knowledge of how children learn, to help provide a challenging curriculum that supports children to make good progress.

Setting details

Unique reference number	2608991
Local authority	Salford
Inspection number	10338425
Type of provision	Childminder
Registers	Early Years 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	6
Date of previous inspection	13 February 2024

Information about this early years setting

The childminder registered in 2020 and lives in Salford. She operates term time only, from 9am to 1pm, Monday to Friday. The childminder works with two assistants. She offers government funded childcare places for children aged between nine months and five years.

Information about this inspection

Inspector

Tricia Graham

Inspection activities

- Discussions were held with the childminder throughout the inspection.
- The inspector observed the quality of education and the impact this has on children's learning.
- The inspector carried out a joint observation with the childminder.
- Consideration was given to parents' comments.
- The inspector checked all areas of the childminder's home.
- The inspector looked at a sample of documentation, including child protection procedures.

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 2025