

Childminder report

Inspection date: 8 April 2025

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

The childminder has built secure and trusting bonds with the children. She understands the individual needs of the children in her care. For instance, she offers cuddles and reassurance when they play. Children show they are happy, safe and settled in the childminder's care. They benefit from the calm and nurturing interactions that help to support children's emotional well-being. The childminder is an excellent role model. She helps children who find new tasks difficult and offers an abundance of praise to recognise children's achievements. This boosts children's self-confidence. Children show good resilience and display a positive 'can-do' attitude to their learning.

The childminder provides a curriculum that supports children to develop healthy lifestyles. Children have daily access to the outdoors where they can be physically active. The childminder explains to children the importance of healthy foods. Together, they group the food into categories of healthy and non-healthy foods. The childminder ensures children have access to nutritious meals and drinking water throughout the day. In addition, she gives high regard to children's oral health. Children learn about the importance of teeth brushing and practise this skill. These opportunities develop children's understanding of what contributes to their own good health. Additionally, children develop their independence and self-care skills well. Children take off their own shoes after outdoor play and wash their hands. The childminder encourages children to cut their own snack and supports younger children to feed themselves. Children are developing good self-care skills that are needed for the future.

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

- The childminder plans exciting learning opportunities that support children's next steps in learning. This helps her to ensure that children make good progress in their development. However, during some adult-led activities, the childminder does not always consider the time that young children can sustain their attention on a task. Sometimes, the childminder provides lots of activities at one time, and younger children lose focus in their learning. During these times, their learning is not fully enhanced.
- The childminder helps children to learn how to promote their own safety. For example, she talks to children about stranger danger and how to stay safe in an emergency. In addition, the childminder regularly practises fire drills with children so they are aware of what to do in the event of an emergency. Children recall that they would ring 999 for help. Children are beginning to understand how to manage their own safety.
- The childminder supports children's early literacy development effectively. She reads with enthusiasm, sparking children's excitement as they explore books and

rhymes. The childminder provides props to support younger children's storytelling skills. Children eagerly join in and recall key phrases and actions to rhymes and stories. These opportunities enhance children's ever-growing vocabulary.

- The childminder weaves mathematics into everyday activities and children's play. She helps children with their counting skills. Children confidently count objects and recognise numbers from one to 10. In addition, the childminder provides opportunities for children to recognise simple shapes. Children join in with a shape hunt and recognise shapes in their environment. Children are making good progress in their early mathematical development.
- The childminder supports children to develop kind relationships with each other. She provides opportunities for children to lead their own play. Children play cooperatively together as they build towers with the bricks and make pretend cups of tea for each other. They listen carefully to the childminder's instructions, help tidy up resources and look after their environment. Children's behaviour is good.
- The childminder has established secure relationships with parents and carers. Children's progress is regularly shared with parents. The childminder shares her curriculum activities with parents, such as nursery rhyme cards. Furthermore, she provides advice on topics such as healthy eating. This helps parents to continue supporting children's development at home.
- The childminder reflects on her practice and considers ways she can improve the experiences for children. She works closely with the local authority and accesses a range of training to help broaden her skills and knowledge. This helps her to enhance children's experiences. She attends all mandatory training and shares good practice with local childminders. This commitment helps her to provide good-quality teaching to children.

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:

- improve the planning of activities to consistently meet the needs of younger children's learning and engagement.

Setting details

Unique reference number	2684920
Local authority	Salford
Inspection number	10375861
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 3
Total number of places	3
Number of children on roll	7
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2022 and lives in the Swinton area of Salford. She operates all year round, from 9am to 6pm, Monday to Saturday, except for bank holidays and family holidays. She provides government funded childcare.

Information about this inspection

Inspector
Danielle Kelly

Inspection activities

- The inspector took account of the written views of parents.
- The inspector observed the quality of education being provided indoors and assessed the impact that this was having on children's learning.
- The childminder showed the inspector the premises and discussed how they ensure they are safe and suitable.
- The childminder provided the inspector with a sample of key documentation on request.
- The childminder and the inspector discussed how the childminder organises her early years provision, including the aims and rationale for her early years foundation stage curriculum.

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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