

# Childminder report

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Inspection date: 26 June 2023

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|------------------------------|-------------|
| <b>Overall effectiveness</b> | <b>Good</b> |
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|--------------------------|-------------|
| The quality of education | <b>Good</b> |
|--------------------------|-------------|

|                         |             |
|-------------------------|-------------|
| Behaviour and attitudes | <b>Good</b> |
|-------------------------|-------------|

|                      |             |
|----------------------|-------------|
| Personal development | <b>Good</b> |
|----------------------|-------------|

|                           |             |
|---------------------------|-------------|
| Leadership and management | <b>Good</b> |
|---------------------------|-------------|

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|----------------------------------------------|------|
| Overall effectiveness at previous inspection | Good |
|----------------------------------------------|------|

## What is it like to attend this early years setting?

### The provision is good

Children are cared for in a safe and clean environment. They are emotionally secure and form strong bonds with the childminder. The childminder places a strong emphasis on a thorough settling-in process, which is appreciated by parents. As a result, children are happy, settled and display confidence. Children follow instructions and know what is expected of them. They know the routines, such as washing their hands before mealtimes and tidying the toys away when they have finished. Children show respect for one another as they use manners and kind gestures. They happily go to sleep when tired and are comforted by the childminder. This helps them to feel safe and assured.

Children maintain attention well. Sequences in learning are evident through a well-designed curriculum. The childminder skilfully adapts activities for younger and older children. For example, when using the building blocks, a younger child taps and gestures counting while an older child makes a pretend car. This builds on what children already know and helps them to extend their ideas through play. Children's learning is enriched with trips to the local park and garden centre where they meet friends and other childminders. Consequently, children develop socially and embrace new experiences. Children's information is gathered from parents, which provides the childminder with children's starting points and important information. This enables her to support and plan for children's individual needs.

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

- The childminder promotes children's communication and language well. She models words correctly, which helps children to hear the correct pronunciation. For example, when a child says 'narna', the childminder repeats, 'That's right, here's a banana.' This provides a platform for children to develop their widening vocabulary. It also supports children's early speech and language development.
- Children are encouraged to develop their independence from a very early age. For example, children feed themselves under the close supervision of the childminder. They put their own shoes on and go to the toilet independently. This equips children with the skills they need to transition to school.
- Children are given opportunities to explore and learn through direct activities. For example, children planted seeds and grew marigolds as a gift for Mother's Day. This first-hand experience allowed children to develop a knowledge of nature and growth.
- The children move confidently between dedicated spaces within the childminder's home. They have an awareness of where they can go, and they respect the boundaries set by the childminder. The playroom houses an array of resources and toys where older children can self-select what they would like to play with. This further enhances their independence.

- The childminder knows the children well and communicates next steps to their parents. However, the childminder's assessments of children's capabilities, including information in the progress check for children aged two years, are not always precise. This does not fully support children's next steps in learning.
- Children engage well in activities that promote their problem-solving skills. For example, inset jigsaws are readily available for the children to play with. The childminder praises children for their perseverance in attempting to fit each jigsaw piece into the correct space. Children respond with glee once they have completed the jigsaw puzzle. This celebration of success is captured as children beam with pride.
- The childminder endorses healthy eating and supports children's good oral health. She encourages children to drink water regularly to stay hydrated. The childminder also asks parents to provide a healthy balance of food for children's lunch and daily snacks. Children are encouraged to learn about the importance of good oral health through activities, such as the dental role play. This helps children to understand the importance of staying healthy.
- The childminder has appropriate systems in place to know the number of children on roll. However, there are weaknesses in recording children's attendance. There is no direct impact on the children in this instance. However, this information is required to ensure safe and efficient management of the provision.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder ensures that children are kept safe by carefully monitoring resources and toys. She ensures that these are age appropriate. The environment is cleaned regularly, and children are taught explicitly about simple hygiene practices. The childminder has a sound knowledge and understanding of the possible signs and symptoms of abuse and neglect. She understands her responsibility to act on any concerns about children's welfare. The childminder ensures that her safeguarding training is regularly updated. As a result, she is aware of current legislation. This helps to ensure children's safety in the event of a concern.

## What does the setting need to do to improve?

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

|                                                                                                                 | Due date   |
|-----------------------------------------------------------------------------------------------------------------|------------|
| maintain a daily record of the names of children being cared for on the premises and their hours of attendance. | 31/07/2023 |

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

- improve assessments of what children know and can do to help support their individual learning and next steps.

## Setting details

|                                                    |                                                                                   |
|----------------------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>                     | 307244                                                                            |
| <b>Local authority</b>                             | Salford                                                                           |
| <b>Inspection number</b>                           | 10295310                                                                          |
| <b>Type of provision</b>                           | Childminder                                                                       |
| <b>Registers</b>                                   | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Day care type</b>                               | Childminder                                                                       |
| <b>Age range of children at time of inspection</b> | 1 to 8                                                                            |
| <b>Total number of places</b>                      | 6                                                                                 |
| <b>Number of children on roll</b>                  | 4                                                                                 |
| <b>Date of previous inspection</b>                 | 7 December 2017                                                                   |

## Information about this early years setting

The childminder registered in 2000 and lives in Clifton, Salford. She operates all year round, from 7.45am to 5.30pm, Monday to Friday, except bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

**Inspector**  
Susie Mortin

## Inspection activities

- This was the first routine inspection the provider 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 inspector looked at the childminder's range of resources and equipment, and she observed the suitability of the premises.
- The inspector talked to the childminder about her strengths and areas for improvement.
- The childminder and the inspector conducted a learning walk of her home provision and discussed the curriculum intent and intended impact.
- The childminder was observed interacting with the children by the inspector. The inspector and the childminder discussed the childminder's intent and the impact her teaching has on the children in her care.
- The inspector observed lunchtime, the children's interactions, how food is prepared from home and hygiene routines.
- The inspector spoke to the provider throughout the inspection to grasp an understanding of her safeguarding knowledge and to ask about how she plans for children's next steps and support the current intent.
- Parents shared their views of the setting with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of the childminder.

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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Manchester  
M1 2WD

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