

Childminder report

Inspection date: 19 June 2024

Overall effectiveness	Outstanding
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Overall effectiveness at previous inspection	Outstanding

What is it like to attend this early years setting?

The provision is outstanding

Children are warmly welcomed each day by the friendly and caring childminder. She is passionate in her commitment to providing all children with the best care and education possible. Children thrive in this highly stimulating setting. The exceptional childminder creates a calm and nurturing learning environment for all who attend. Children show they are safe and secure in the childminder's home. They confidently seek reassurance when needed, and happily find activities and engage with motivation and purpose. The childminder skilfully plans and delivers a broad range of exciting activities that build on children's development.

Children show great confidence in social situations. They talk to visitors politely and with clarity. Children consistently demonstrate respectful and kind behaviours. For instance, children proudly support the childminder by setting up the table at mealtimes. Children demonstrate respect for their own environments. When they are encouraged to tidy up, they positively respond and willingly help the childminder to clear away resources in the playroom. The children know where the resources belong.

The childminder provides exceptional opportunities for children to access a range of cultural experiences. She carefully considers the individual children and enhances their experiences. For example, children plant their own seeds and observe the change over time as they regularly water their plants. The childminder builds on these experiences and extends them further, for example, by taking children on trips to the local flower show.

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

- The childminder has an extensive knowledge of how children learn and develop. Through meticulous planning, she is able to support children to develop across all areas of learning and development. The childminder has clear intentions for what she wants children to achieve. She ensures that daily interactions, resources and activities are thought-provoking. Children are highly motivated throughout the time they spend with the childminder. All children are making outstanding progress in their learning and development.
- The childminder takes prompt action when she recognises that children have a learning delay, such as a delay in their physical development. She makes timely referrals so that parents and children are supported by other professionals, such as physiotherapists. The childminder carefully analyses children's progress and successfully plans to build on what they already know and can do. She works closely with parents to ensure that all children, including those with special educational needs and/or disabilities, can progress swiftly.
- Children's behaviour is exemplary. They display high levels of respect for each

other and remind their peers of the expectations within the setting. For example, older children invite younger children into their play and offer their toys. This creates a harmonious environment where children share their toys and respect the wishes of others.

- All children, including the youngest, demonstrate high levels of independence for their age. During care routines, the childminder promotes and embeds children's opportunities to further develop these skills as they learn to dress themselves and wash their hands independently. The childminder knows when to stand back and when to intervene. Older children confidently develop their knife skills as they help to prepare their healthy snack. This helps them to develop important life skills and supports their self-esteem.
- Children are provided with an abundance of exciting experiences that support their education. This allows them to gain a deep understanding of their local community and the wider world. For example, children enjoy using the local tram network to go on outings into the community. They discuss the nature they see, and learn to respect their environment and the community around them. This helps children to develop an understanding of the world.
- The childminder teaches children from an early age how to keep themselves safe, including keeping safe online. She has sourced age-appropriate resources to allow children to explore the dangers of the internet. Children eagerly recall listening to the book 'Chicken Clicking', demonstrating their understanding of making positive choices. As a result, children demonstrate how to keep themselves safe.
- The childminder has an exceptional attitude towards improving her own practice. She completes extensive professional development to ensure that her knowledge of early years practice continues to improve. Recent training has helped the childminder to delve even deeper into supporting children's mathematical development. For example, when recognising the different animals on the farm, the childminder skilfully questions the children and encourages them to recognise what happens when one more animal is added. Children consistently benefit from high-quality interactions and an ambitious curriculum.
- Partnerships with parents are outstanding. Parents are extremely pleased with the progress children have made. They comment, 'we are extremely lucky to have such a wonderful childminder', and say how the childminder has 'formed strong relationships' with the children in her care and 'exceeded their expectations'. The childminder shares children's learning with the parents, offering examples of how they can further support children's learning at home. This compliments the learning gained at the childminder's setting and further improves outcomes for children.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

Setting details

Unique reference number	307344
Local authority	Salford
Inspection number	10339331
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 4
Total number of places	6
Number of children on roll	7
Date of previous inspection	11 July 2018

Information about this early years setting

The childminder registered in 1995 and lives in Worsley, Manchester. She operates her childminding provision from Monday to Thursday, 7.30am to 5.30pm, all year round, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3 and occasionally works with an assistant.

Information about this inspection

Inspector

Jason Holmes

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 childminder.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The inspector completed a joint observation with the childminder and evaluated the activity.
- Children spoke with the inspector during the inspection.
- The inspector observed the interactions between the childminder and children.
- Parents shared their views of the setting through written comments.

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