

Childminder report

Inspection date: 28 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	Good
--	------

What is it like to attend this early years setting?

The provision is good

The warm and nurturing childminder creates a happy environment where children love to play and learn. She warmly welcomes children into her home-from-home setting. The childminder builds strong relationships with children and their families. Children are happy and settle quickly. They show that they feel safe and secure in the childminder's home.

Children are excited to play with their friends and to see what the childminder has planned for them. The childminder plans a rich and exciting curriculum that meets the needs of all children. She gathers relevant details from parents and carers about children's routines, existing knowledge and interests. The childminder uses this information effectively to plan engaging activities that motivate children to learn. For example, the childminder encourages children to practise their early counting skills as they count the candles on the birthday cake. Children develop good attitudes to their learning, including when they encounter difficulties. This allows children to develop a positive 'can-do' attitude.

The childminder supports children to understand how they can keep themselves safe. She positively models and promotes good behaviours to children, when needed. The childminder offers plenty of praise and encouragement, which supports children's self-esteem. Children behave extremely well. They are polite and use good manners.

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

- The childminder plans a well-sequenced curriculum that helps all children to make good progress in their learning. For example, children make good progress in their physical development and their pre-writing skills as they develop their small muscles and hand control as they knead dough. Thorough and ongoing assessments enable the childminder to provide all children with personalised learning to help support their progress. As a result, children are well prepared for their next stage in learning.
- The childminder knows children well. She has a clear understanding of all children's next steps in learning and plans activities to help meet them. The childminder works in close partnership with parents. She regularly shares information to support and continue their children's learning at home.
- Parents speak very highly of the care and support the childminder provides. They appreciate her flexibility and support for home learning, such as healthy eating ideas. Parents say that the childminder goes above and beyond and comment on how her 'devoted care' has played a pivotal role in children's learning. Hence, parents are happy with the education and care their children receive.

- Children are curious and engage well in their play. They concentrate for long periods, for example when playing with building blocks. The childminder supports children's early mathematical skills. She encourages children to learn to identify colours, shape and numbers during activities. However, on occasion, the childminder does not allow children to extend their thinking skills. Therefore, at times, children are unable to make links to their learning.
- The childminder supports children to develop positive attitudes to healthy lifestyles. She prepares nutritious and home-cooked meals, and encourages children to self-serve their meals. Children are actively involved in their mealtime experience. They understand why it is important to wash their hands before and after eating. As a result, children become increasingly independent and develop an awareness of healthy choices.
- The childminder has completed essential training, such as child protection and first aid. She is able to reflect positively on the impact of the training she receives. The childminder implements new strategies and ideas into her practice. For example, new books, such as 'Chicken Clicking', have been introduced to support children's understanding of keeping themselves safe online. This demonstrates that training is carefully considered so that it has a direct impact on children.
- Children explore their differences and similarities. The childminder regularly meets other childminders and the children in their care. This enables children to socialise with other children as they learn about what makes them unique. Children learn about other cultures by exploring festivals such as Eid, Ramadan and Easter. As a result, they begin to understand and respect diversity.

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:

- develop even more opportunities to extend children's thinking skills so that children can explore ideas and make links in their learning.

Setting details

Unique reference number	307353
Local authority	Salford
Inspection number	10380821
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 5
Total number of places	6
Number of children on roll	4
Date of previous inspection	25 June 2019

Information about this early years setting

The childminder registered in 1998 and lives in Salford, Manchester. She operates all year round, from 8am to 5.30pm, Monday to Thursday, except for bank holidays and family holidays. The childminder holds a relevant childcare qualification. She provides government-funded childcare.

Information about this inspection

Inspector

Jason Holmes

Inspection activities

- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- The childminder showed the inspector around the premises and discussed how she ensures that they are safe and suitable.
- The inspector observed the interactions between the childminder and children.
- Parents shared their verbal and written views of the setting with the inspector.
- The inspector looked at relevant documents, including the childminder's paediatric first-aid certificate.

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