

Childminder report

Inspection date: 15 February 2024

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children play and learn happily in the care of the experienced childminder. She creates a cosy home-from-home environment where children become part of the family. The childminder develops warm and positive relationships with the children. She gets to know each child's needs well and fosters their interests. Children demonstrate their fondness of the childminder. For instance, they instigate cuddles as they wake from sleep. They tell their parents and carers they love coming to the childminder's house. Additionally, children develop confidence and independence quickly as they explore the interesting range of activities and experiences the childminder provides. For example, children of all ages become engrossed in playing with dough as they make gingerbread shapes.

The childminder plans her curriculum to promote the essential skills children will need, such as secure physical and language skills. The childminder helps children to learn to become social and resilient. For example, she explains to older children that it is important to be patient with younger children because they are still learning how to do things. The childminder sets consistent boundaries for behaviour. Children learn to regulate their emotions and begin to accept the needs of others. Children of all ages get along well together. They show one another kindness and respect.

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

- The childminder is committed to attending professional development opportunities to help her improve her own knowledge and practice. She networks with other childcare professionals to share ideas. She carefully considers the views of the families and children who attend. Her reflective practice supports the quality of her setting to continuously improve.
- The childminder identifies each child's starting points through her own observations and discussions with parents and carers. She uses this to plan learning programmes that build on what each child already knows and can do. She reviews children's progress regularly to ensure they develop at a good rate.
- When children move on from her care, the childminder provides information about the child's personal life and development to the next setting. However, she has not fully considered what she can do to strengthen her curriculum to provide children with opportunities to help them be ready for the changes ahead at school.
- The childminder is skilled in supporting children to develop language skills. She engages in high quality interactions. As she plays with children the childminder introduces new words such as 'kneading'. She tells children what the word means and models how to knead. This supports children to match actions and words, promoting their understanding. Children become adept in using the new

words they learn. All children develop good communication and language skills.

- The childminder promotes literacy development effectively. She chooses rhymes and books that match the children's stage of development and interests. Children pull up a chair and listen intently to the 'Three little pigs'. They excitedly join in with repeated refrains, demonstrating their growing concentration and memory skills. After reading the story the childminder helps the children to learn the characters names. Children develop a love of books and learn how stories are structured.
- The childminder provides opportunities for physical development both at home and on daily outings to play areas and parks. She supports babies to pull themselves to standing and manipulate noisy toys with their hands and arms. Older children practise jumping as the childminder creates a fun game of 'sleeping bunnies'. Furthermore, she encourages children to develop their fine motor control. For example, children have a go at cutting their own fruit using a range of tools. Children develop appropriate physical skills to support their gross and fine motor development.
- The childminder's warm and supportive relationships with children helps them to learn and understand their own feelings and those of others. Additionally, the childminder is a good role model for children. For example, she models polite and social behaviours. Children develop a positive sense of themselves and learn to be respectful of others.
- Children develop appropriate independence skills. The childminder works in partnership with parents to help children begin to manage their own personal tasks such as toileting, hand washing and dressing. Children show great pride in their personal achievements.

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:

- strengthen the transition processes for children moving to school to support their continued good development.

Setting details

Unique reference number	307428
Local authority	Salford
Inspection number	10317192
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	0 to 3
Total number of places	6
Number of children on roll	0
Date of previous inspection	30 May 2018

Information about this early years setting

The childminder registered in 1997. She lives in Walkden, Greater Manchester. She operates all year round from 7am to 6pm, Monday, Tuesday, Thursday and Friday, except bank holidays and family holidays. She holds an appropriate early years qualification at level 3. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Lois Hulley

Inspection activities

- This was the first routine inspection the childminder has 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 provision.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their EYFS curriculum.
- The childminder spoke to the inspector about children's learning and development with a particular focus on communication and language.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between the childminder and children.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- The inspector spoke to several parents during the inspection and took account of their views.
- The childminder provided the inspector with a sample of key documentation on request.

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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