

Childminder report

Inspection date: 25 September 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

The childminder provides an inviting and homely environment where children develop a sense of belonging. She builds positive relationships with children and swiftly and sensitively responds to their individual needs. For instance, when children approach her for comfort, she is quick to offer cuddles and words of encouragement. As a result, children show strong emotional attachments to the childminder. This is evidenced further as children invite her to play games with them and share their achievements. The childminder is a positive role model and encourages children to consistently use good manners, such as saying please and thank you.

The childminder focuses her curriculum on children's interests and what they need to learn next. She invests time in getting to know children and understanding how they like to play and learn. This approach allows children to embrace their learning and the experiences presented to them. For example, children spend time working on jigsaws and puzzles alongside each other; these link to their individual interests and next steps of development.

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

- The childminder has a clear understanding of planning and delivering an exciting curriculum for children. She uses her consistent observations and assessments to identify what children need to learn next and for their eventual move to school. For example, younger children develop personal care routines, while older children learn valuable communication skills.
- The childminder works well with parents and local schools. She gathers information about what children can do and their likes and dislikes. The childminder continues to share information about children's learning and development with parents and provides strategies for a shared approach to learning. This means children have consistency in their learning.
- The childminder provides many opportunities to promote children's communication and language skills. She encourages children to name objects, comments on their play and supports them to build on their overall vocabulary. Children use their developing vocabulary to describe items; for instance, when colouring, they speak about the texture they see underneath the paper.
- Children learn how to keep themselves safe from an early age. The childminder speaks to them about how they can manage risks when on trips out and how to voice their concerns. This means children develop resilience and independence.
- The wide range of resources available for children to access freely allows independence to flourish. Children confidently select items they want to play with and focus on their play. The childminder supports their choices and gives encouragement and guidance to children when appropriate. For instance, she

guides them through threading activities, which allows children to enhance their fine motor skills.

- Children are beginning to learn about positive behaviour. The childminder has developed strategies to support children in developing their skills in sharing and taking turns. However, on occasions, children are not aware of the impact of their actions on their peers or are unable to manage their own behaviours. This means children can sometimes become frustrated, which has an impact on their play and learning.
- The childminder supports some aspects of children's understanding of the world. For example, children enjoy regular trips out to local playgroups and museums, which help them to learn about the world they live in. However, the childminder provides limited opportunities for children to learn about other lifestyles and cultures that are outside their own experiences.

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 curriculum for personal, social and emotional development to enhance children's understanding of emotions and feelings
- extend the opportunities that help to increase children's awareness of other cultures, communities and traditions.

Setting details

Unique reference number	307432
Local authority	Salford
Inspection number	10354809
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 11
Total number of places	6
Number of children on roll	4
Date of previous inspection	7 November 2018

Information about this early years setting

The childminder registered in 1998 and lives in Walkden, Salford. She operates during term time only, from 7am to 5.30pm, Monday to Friday, except for bank holidays and family holidays.

Information about this inspection

Inspector

Shelley O'Brien

Inspection activities

- The childminder and the inspector conducted a learning walk and discussed how the childminder organises their early years provision, including the curriculum for children's learning and development.
- The inspector observed the quality of education during activities and assessed the impact this has on children's learning.
- The inspector spoke to the childminder and children at appropriate times during the inspection.
- The childminder provided the inspector with a sample of documentation used for childminding purposes.

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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