

Childminder report

Inspection date: 21 November 2023

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 helps children to feel safe and secure in the homely and calm environment. She ensures that children feel at ease, so they are ready to learn. The childminder gathers information from parents. This helps her to plan for children's learning and helps them to quickly relax and join in purposeful play. The childminder provides children with good-quality resources that help them to engage and concentrate well. For example, children watch closely as the childminder demonstrates to them how to thread a shoelace through holes in a picture. Children are eager to have a go themselves and carefully thread the shoelace. This helps to strengthen their small-muscle skills and develop finger control.

The childminder gives children opportunities to recall prior knowledge throughout activities. For example, she encourages children to practise their mathematical skills as they count when tidying away resources. The childminder encourages children to make links between what they already know and new knowledge. For example, while children thread a shoelace onto a picture of an owl, the childminder points out a different owl picture on the wall. She also reminds children of the sounds owls make. This helps children to embed knowledge and make secure progress in learning. Children behave well. The childminder is close by to give support to help children to follow instructions and learn turn-taking. Children are swiftly learning to be polite and respectful towards others.

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

- The childminder focuses her curriculum on giving children opportunities to develop their confidence and interest in learning. She gives children time and space to learn new things for themselves. For example, she traces her finger around a puzzle shape and offers clues about where the piece fits. She encourages children to solve the puzzle themselves. Children are thrilled when they work it out, and they show eagerness to persist and try hard in all learning.
- The childminder uses her knowledge of child development to accurately assess what children know and can do. She quickly identifies when children may require extra help or support and keeps parents well informed. Parents compliment how the childminder is very good at sharing detailed information with them about their child's day. The childminder confidently offers parents guidance and advice. Children receive targeted support from both the childminder and their parents, which helps them to make swift progress.
- Children enjoy routine visits to local places of interest, including garden centres, nature reserves and local shops. They have opportunities to develop their physical skills during frequent visits to outdoor play areas. Children learn new vocabulary when they help the childminder with shopping. The childminder uses these outings well to compliment her curriculum and provide rich, real-life

experiences for children to learn about the world in which they live. However, when children are based in the childminder's home and garden, she does not always adapt her curriculum to help children to fully access a broad range of learning experiences and make the curriculum fully accessible for younger children.

- The childminder supports children's communication and language skills well. She responds to children's babbling, sensitively recasts mispronounced words and confirms her understanding of what she thinks children are telling her. She recognises this is important to support early talking. Children, therefore, become confident communicators and express their ideas and interests well. The childminder reads familiar stories to children with great expression. Children repeat words back and develop a love of books and listening to stories.
- Occasionally, toddlers become excitable and do not have the opportunity to use up excess energy. At these times, they do not maintain their previously sharp attention to the activities on offer. The childminder does not always adapt her routines to accommodate children's changing needs as they occur, so they can continue to always get the most from their learning.
- The childminder encourages children to do as much for themselves as possible. They develop their self-care skills, such as wiping their own noses early on. Overall, children become increasingly more independent. However, the childminder does not consistently encourage children to learn effective handwashing practices and the benefits these have to their health.

Safeguarding

The arrangements for safeguarding are effective.

The childminder accesses training to maintain her knowledge of safeguarding issues and signs and symptoms of abuse. She is aware of the importance of monitoring and acting on changes in children's behaviour and well-being. Furthermore, the childminder is also aware to act on changes of behaviour in parents that could also be cause for concern. She knows how to report concerns about the welfare of children who use her services. The childminder knows to report allegations made about herself or a family member. She has assessed risks in her home, using safety gates to ensure that children only access safe areas.

What does the setting need to do to improve?

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

- develop knowledge of helping all ages of children to fully access the curriculum both indoors and outside
- enable more flexibility of the organisation of routines to support children to always maintain focus on learning
- provide consistent support for children to learn effective handwashing practices.

Setting details

Unique reference number	504110
Local authority	Salford
Inspection number	10305383
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 2
Total number of places	6
Number of children on roll	2
Date of previous inspection	20 February 2018

Information about this early years setting

The childminder registered in 2001 and lives in the Swinton area of Salford. She operates all year round, from 8am to 5pm, Monday to Friday, except for family holidays and bank holidays. The childminder has a relevant qualification in childcare at level 3.

Information about this inspection

Inspector

Dee White

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 her evaluation of the setting.
- The childminder explained to the inspector how she organises her environment, learning opportunities and curriculum.
- The inspector evaluated activities with the childminder and discussed with her the quality of education and learning opportunities that she provides.
- Parents' views were taken account of by the inspector.
- The inspector observed the childminder interacting with children as they were playing and tracked their experiences and learning.
- The inspector reviewed documentation, including paediatric first-aid certificates and insurance certificates.

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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