

Childminder report

Inspection date: 24 July 2024

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

What is it like to attend this early years setting?

The provision is good

The childminder has developed an ambitious curriculum, such as developing children's resilience, communication and their personal, social and emotional skills. Children benefit from a range of well-considered learning experiences. For example, they learn about the complex processes of making bread, including waiting for the bread dough to rise before baking. They enjoy eating the bread, for instance, with the healthy, freshly made stew the childminder cooks for them.

Children learn valuable knowledge, such as how to build tall towers with building blocks and to try again when the towers fall over. Babies learn that the action of splashing their hands in water makes the water move. They learn about early science from the childminder. Children develop their confidence and physical skills through the carefully planned learning that the childminder has established, including for children's play outdoors.

The childminder ensures that children feel safe and secure at her setting. For instance, with soft singing, she gently rocks babies as they rest. This helps babies to build a strong bond with her. They settle quickly and happily in the childminder's care. The childminder supports children's behaviour skilfully. She compliments children for remembering to be kind to their friends. The childminder models the language that children need to use when asking for a turn of a toy. As a result, children behave well.

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

- The childminder has taken careful steps to improve the quality of her work with children. For example, she has made effective use of the help of early education experts to help her to develop children's learning activities. As a result, the childminder mostly provides a clearly thought out and ambitious curriculum. Children are well prepared for the next stage in their education.
- The curriculum for mathematics is very well thought out. The childminder offers repeated experiences in a variety of ways to build children's mathematical knowledge. For example, children use weighing scales to measure the weight of rice or fill and empty containers during water play. The childminder supports children by explaining mathematical language to them, such as 'lighter, heavier, half full' and 'half empty'. Children learn that mathematics is fun and can be found almost everywhere.
- Mostly, the childminder promotes children's understanding of literacy well. For example, she sings songs to children as they play and takes them to the local library to experience stories being read aloud. However, she has not thought clearly about how she will help children to enjoy books in her own provision. For example, the childminder does not use stories well to extend children's learning.

This means that children do not learn some of the important knowledge that books can provide.

- Most of the time, the childminder uses assessment strategies well to identify any gaps in children's learning. She uses this information to plan meaningful learning to support children's development. However, the childminder is less clear on what children need to learn next to build on what they know and can do. As a result, children are not always supported to learn some of the key knowledge that they need.
- Children are supported well by the childminder to develop their understanding of how they should behave. The childminder uses the expert knowledge that she gained, such as from recent training, about supporting children's behaviour. She has high expectations of children's behaviour. She supports children's behaviour skilfully and children behave sensibly.
- The childminder supports children's personal development effectively. For example, she helps children to build relationships with different people in the local community, such as local people who grow vegetables or those who run the local library. Children develop the confidence and communication skills that they need for their future learning at school.
- The childminder makes certain that she gathers important information from parents about the children that she minds. For example, she finds out about children's interests, what settles them and what they already know, before they start her provision. This helps the childminder to provide learning and play that meets children's individual needs.
- The childminder has a secure knowledge of how children learn. She makes sure that she is up to date with current education thinking, such as by attending regular training. This has a positive impact on the quality of the learning that she provides for the children. As a result, children make good progress through her curriculum.

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 literacy so that children learn important knowledge from books
- improve the curriculum so that it is clear what children will learn next.

Setting details

Unique reference number	504113
Local authority	Salford
Inspection number	10358131
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 3
Total number of places	6
Number of children on roll	4
Date of previous inspection	16 February 2024

Information about this early years setting

The childminder registered in 2001. She lives in the Eccles area of Salford. She operates Monday to Friday, all year round, from 7am to 6pm, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Andrea Vaughan

Inspection activities

- The inspector discussed any continued impact of the pandemic with the childminder and has taken that into account in their evaluation of the childminder.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their curriculum.
- A range of relevant documentation was reviewed by the inspector, including examples of the childminder's training certificates.
- The inspector and the childminder carried out a joint observation of an activity.
- The inspector observed the quality of education being provided and assessed the impact this has on children's learning.
- The inspector spoke with parents by telephone and considered written testimonials provided by parents and took account of their views.

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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