

Childminder report

Inspection date: 15 January 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 childminder has warm and nurturing relationships with children. Children clearly feel very safe and secure in her care, enabling them to thrive. They confidently make choices about their play and independently access a variety of resources. For example, children work together to make a cake in the role-play area. The childminder skilfully follows their lead to enhance and extend the learning. Children show high levels of engagement and enjoyment as they participate in everything on offer.

The childminder supports children's physical development well. Children practise hand-eye coordination as they enjoy a range of activities, such as play dough. The childminder teaches them how to roll the play dough into a ball with their hands. They also learn to use a variety of tools, such as rolling pins and scissors, to make marks and manipulate the play dough. The childminder understands the importance of having strong small-muscle skills before children learn to write.

The childminder is a great role model. Children show good levels of confidence and independence during their time with the childminder. Children's behaviour is very good. They are kind and caring and play nicely with each other. The childminder praises each child for trying and encourages them to persist at tasks until they succeed. This helps children's self-esteem.

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

- The experienced childminder knows the children well. She plans learning activities around children's individual interests and their stages of development. The childminder aims for children to be confident and independent learners before they move on to the next stage of their journey. All children make progress from their starting points.
- Overall, the childminder supports children's language and communication development well. Children enjoy reading books with the childminder and choosing their favourite. However, at times, the childminder asks children questions without giving them the time they need to think and respond. In return, children have less opportunities to repeat words and phrases in response to the childminder's interactions. This does not always consistently support children's early communication skills.
- Children are supported to develop their independence from a very young age. For instance, the childminder sits with children as they eat and provides encouragement and praise as they spread the butter on the toast and cut up their banana. Children are learning to understand what they can do for themselves, such as washing their hands before meals. The childminder is patient and allows time for children to practise their new skills.

- Children display an awareness of the childminder's expectations for their behaviour. They listen and respond to the childminder's clear instructions. For instance, children listen carefully to the childminder as she reminds them to share and take turns. Children are developing kind and positive attitudes towards each other and respect for the provision.
- The childminder promotes children's understanding of mathematical language well during their play. She encourages children to learn to identify and use colours and numbers during activities. Children show good levels of concentration as they play with the different-coloured play dough. She introduces words such as 'long' and 'short' when making snakes. Consequently, children's early understanding of mathematics is developing well.
- Children have opportunities to visit the local playgroup and take part in forest-school sessions with other childminders. Children can mix in larger groups and visit different places celebrating cultural events in the local community. This helps to support children to learn about the world.
- The childminder understands when to refer to other professionals and how to gain further help when children need more specialist support. In addition, she completes mandatory training, such as first aid and safeguarding. She makes effective use of networking to keep up to date with changes in legislation. The childminder demonstrates passion and dedication to providing good-quality care and learning for all children.
- The childminder establishes strong partnerships with parents from the beginning. She keeps them informed about their children's progress through daily conversations and photos of their activities. Parents speak highly of her, appreciating the valuable social interactions their children experience during playgroup visits and physical activities at local parks. They describe her as trustworthy, flexible and a great communicator.

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:

- improve questioning techniques so that children have more time to think and respond to questions to further support their early communication skills.

Setting details

Unique reference number	504144
Local authority	Salford
Inspection number	10364002
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 10
Total number of places	10
Number of children on roll	10
Date of previous inspection	21 January 2019

Information about this early years setting

The childminder registered in 2001 and lives in Eccles. Her provision operates all year round, from 7.30am to 5.30pm on Monday to Wednesday, except for bank holidays and family holidays. The childminder holds a qualification at level 3. She provides government funded childcare.

Information about this inspection

Inspector

Liz Thomson

Inspection activities

- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- The inspector observed the quality of education being provided and assessed the impact on children's learning.
- The childminder evaluated children's learning during the inspection with the inspector. Children interacted with the inspector during the inspection.
- The inspector spoke to parents and took account of their views.
- The childminder showed the inspector the premises and discussed how she ensures that they are safe and suitable.
- 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.

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