

Childminder report

Inspection date: 8 November 2019

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	Inadequate
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What is it like to attend this early years setting?

The provision is good

Children have formed strong attachments with the childminder and her assistant. Those who have recently started have settled well and show that they are safe and happy in the childminder's care. They readily go to her for cuddles, play alongside each other, share and are well behaved. Children spend time laughing and giggling as they anticipate actions in song time and work together to build tracks to push cars along. They are given consistent praise and encouragement, which helps to build their confidence and motivates them to persevere.

Children make choices about which toys they would like to play with from a variety of resources that are easily accessible to them. The childminder sensitively joins in with their play as well as providing further resources to stimulate and extend their learning. For example, children choose to complete farm jigsaws and independently sing songs about farm animals. The childminder adds animals to their play, encourages them to join fences together to keep the animals safe, and teaches them new vocabulary, such as 'trough'.

Children go to a variety of different places in the community. They regularly spend time in the park, library and soft-play centre. Children have outings to the farm and museums, where they especially like to learn about how life has changed in recent decades.

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

- The childminder has worked in partnership with the local authority to improve the way in which she ensures her teaching is planned, purposeful and reflects the needs of individual children. She has an in-depth knowledge of the children in her care and the skills that they are developing. She uses this knowledge to support individual children in what they need to learn next through their play and routines.
- The childminder plans activities to develop children's vocabulary. For example, children enjoy participating in song time. They join in with actions and words and the childminder gives each child time to participate in their own way. For example, she supports younger children to manipulate their fingers to make diamond shapes or repeat the word 'star'. They share books and the childminder verbally labels objects which are unfamiliar to the children. However, she does not consistently make the most of opportunities that arise for children to lead discussions, to promote their talking even further.
- The childminder supports children to understand about good behaviour and they respond well. For example, they enjoy play with a dinosaur who is 'biting' them. The childminder talks to the dinosaur and explains why he needs to be nice to the children.

- Children enjoy spending time engaged in imaginative play. They spend time discussing well-known characters and how they help to put out fires. Children build towers which they use to practise counting and discuss size and colour names. This helps build children's mathematical understanding and their knowledge of the world around them effectively.
- The childminder has effective arrangements in place to support and monitor her assistant. She offers guidance and encouragement to enhance the assistant's interaction with children. They work together to share information about the children's learning and to plan activities that will support children to make good progress and support their future learning.
- The childminder works in partnership with parents. For example, she explains the two-year-old progress check to them and ensures this is carried out in a timely manner. The childminder keeps parents regularly informed of what their child has achieved and what they need to learn next, through regular discussion and monthly summaries. However, she does not gather in-depth information from parents about a child's learning so far, when they start at her setting. Parents are complimentary about the care that their children receive.
- Children learn about healthy lifestyles. They discuss how milk helps them to have strong bones and the childminder teaches them about cleaning their hands before eating. Children are encouraged to develop their independence and self-help skills, such as practising to use cutlery correctly and helping to tidy the toys away when they have finished playing.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant have attended safeguarded training. They have a good understanding of safeguarding issues and know what to do if there was a concern about a child's welfare. The childminder checks the environment to make sure that it is safe and potential hazards are minimised. For example, fireguards are securely fitted to the wall. Effective routines maintain children's safety and well-being, for example using anti-bacterial wipes to clean changing mats. Children have a key worker and daily records of this are kept, as well as comprehensive forms when medicine is administered. The childminder understands her responsibilities regarding the Data Protection Act.

What does the setting need to do to improve?

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

- improve teaching to support children to take the lead in discussions more often, to promote their communication skills
- gather detailed information from parents about children's learning when they first start, to provide a clearer understanding of their initial abilities.

Setting details

Unique reference number	EY273053
Local authority	Salford
Inspection number	10113261
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 2
Total number of places	12
Number of children on roll	6
Date of previous inspection	5 June 2019

Information about this early years setting

The childminder registered in 2003 and lives in Salford. She operates all year round from 7.30am to 6pm Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate early years qualification at level 3. She works with an assistant.

Information about this inspection

Inspector
Nicola Eyre

Inspection activities

- The inspector observed children engaged in play indoors. She observed how the childminder and her assistant interacted with the children and carried out a joint observation with the childminder. She also carried out a joint observation of the assistant's practice with the childminder.
- The inspector spoke with children at appropriate times throughout the inspection.
- The inspector reviewed written feedback from parents about the childminder and the care and teaching she provides.
- The inspector toured the setting to discuss how the childminder assesses progress and plans children's learning.
- A range of documentation was considered, including training certificates and the suitability of all persons living on the premises.
- The inspector discussed with the childminder how she supports and monitors her assistant. She spoke to the assistant to discuss how she works alongside the childminder.

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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