

Childminder report

Inspection date: 1 April 2025

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 children with a high-quality, ambitious curriculum. Children are learning to be respectful of each other and the planet. They learn to recycle, conserve water and plant vegetables. The childminder provides a broad range of learning experiences to develop their understanding of the world around them. For example, children learn about how things grow. They have tadpoles that they are watching evolve and change. They observe changes to the natural world through the seasons.

Children behave well. They demonstrate courtesy and appreciation for each other. The childminder ensures that children understand about privacy and the right to have their needs attended to with sensitivity. This means children develop an understanding of values and respect for others.

The childminder has created an exciting curriculum that is built around children's interests. She ensures that children are confident, secure and able to communicate their needs. She supports children to develop their social skills. For example, they bring books alive by using props and real life objects that link to a story. They make cups of tea using a real silver teapot to act out the story. The childminder creates a learning environment that supports children to make independent choices about their play.

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

- The childminder has secure bonds with children and knows how to support them in making progress towards their next steps. She carefully considers the needs of children who are in receipt of additional government funding. She spends any funding wisely and identifies how to support individual children. For example, she provides children with equipment and resources to create a garden area, helping children to learn about nature through outdoor activities and gardening.
- The childminder uses daily routines to teach children about the world around them. For example, while enjoying their fruit snack, she encourages the children to think about general waste and composting. Children talk about the importance of not putting rubbish in the sea and ponds. They know to turn off taps to save water and talk about how other countries do not have as much water as us. This demonstrates they have a growing knowledge about their contribution to the planet.
- The childminder supports children effectively to build on their language and communication skills. She ensures that she actively listens to children. The childminder values children's time to talk, pausing to allow them sufficient thinking time and to process information without interruption. Regular sharing of stories and singing time help children to extend their vocabulary, learning new

words and their meaning.

- The childminder has a clear focus on developing children's physical strength and coordination. She plans activities that develop children's hand strength, as they mould sand and use tweezers to transfer objects. The childminder encourages children to do their own fastenings on clothing and put on their own shoes. This helps children to become more physically independent and gain some of the key skills that are needed for their transitions to school.
- The childminder supports children's mathematical development. She incorporates counting and number recognition into daily activities. She encourages children to count cars outside and then supports them to identify numbers. However, sometimes children have too many resources to choose from at once. As a result, children can lose interest in the planned learning outcome.
- As part of the broad curriculum, the childminder displays images and uses resources throughout the setting to celebrate differences. The childminder closely collaborates with parents and carers, ensuring that every family's unique dynamics are celebrated and supported. The childminder teaches them about different festivals in the calendar year and why some families fast during Ramadan. Children are developing an understanding of the diverse world they live in.

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 planned activities, so children are not overwhelmed by too many resources.

Setting details

Unique reference number	EY358611
Local authority	Salford
Inspection number	10375743
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	7
Date of previous inspection	1 May 2019

Information about this early years setting

The childminder registered in 2007 and lives in Eccles. She operates all year round, from 8am to 5.15pm, Tuesday to Thursday, except for bank holidays and family holidays. The childminder holds a relevant childcare qualification at level 3. The childminder offers funded care and early education for children aged from nine months to four years.

Information about this inspection

Inspector
Denise Barnes

Inspection activities

- The childminder and the inspector discussed how the childminder organises her early years provision, including the aims and rationale for the early years foundation stage curriculum.
- Children spoke with the inspector during the inspection.
- The inspector spoke to children to find out about their time at the setting.
- The childminder provided the inspector with a sample of key documentation on request.
- Parents shared their views with the inspector through written feedback.

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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