

Childminder report

Inspection date: 13 June 2024

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

This very experienced childminder mainly cares for the youngest children, as most children go to nursery following their third birthday. Children are enthusiastically welcomed into a safe and caring home environment. The childminder fosters warm and affectionate relationships, which help children to feel valued and secure. Children, including those who are new to the setting, are settled and happy in the childminder's care. The childminder has an excellent knowledge of each child's routines, preferences and their stage of development. She is attentive to each child and places a strong emphasis on their emotional well-being. The childminder supports children as they learn to play cooperatively and behave well from a very early age.

Children enjoy a wide range of activities which help them to make good progress and provides a strong foundation for their future learning. They smile happily as the childminder praises new achievements, such as smiling and clapping hands. They enjoy songs and rhymes with the childminder. Babies excitedly wave their arms and reach out to grasp hold of their favourite musical instruments.

This knowledgeable childminder provides an ambitious, well-sequenced curriculum. She skilfully builds on what children already know and can do. Encouraged by the childminder, babies make rapid progress, particularly in their physical development. The childminder provides many opportunities for babies to develop their core strength. They build their leg muscles, practise and refine their balance and coordination as they play and enjoy moving to music, in preparation for taking their first steps.

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

- The childminder uses a termly, seasonal topic-based approach to help her plan a broad and balanced curriculum. She monitors children's progress and any gaps or possible delays in children's development are quickly identified. The childminder uses a personalised curriculum to help children to catch up with their peers.
- Children's speech and language development is given a high priority. The childminder models language well and routinely builds children's vocabulary. She uses her experience and guidance to help identify when children may need expert support. The childminder recognises the need for further training to support her in assessing children's communication and language skills more effectively and to enhance the curriculum.
- The childminder uses children's interests effectively to provide activities that ignite their enthusiasm for learning. For example, the childminder notes a child's interest in blocks. She uses this to encourage children to explore new sensory

experiences to support their development.

- Children become confident and motivated learners. They become absorbed as they fill and empty different coloured containers, eagerly trying different utensils to scoop and mix breakfast cereals. Alongside, the childminder repeatedly models language to help children to learn new words, such as scoop, mix and pour, as they play.
- The childminder provides a varied weekly routine that interests children and successfully promotes their learning. Children enjoy regular outings locally. They are becoming increasingly aware of the community in which they live.
- The childminder carefully considers ways to enhance children's learning. After learning about the life cycle of a butterfly, children delight in the opportunity to witness this first hand. They feed and watch the caterpillars before they make a cocoon and when they emerge as butterflies and fly away. Children are developing a good understanding of the natural world.
- Children have some opportunities to learn about the importance of a healthy lifestyle. Children use toothbrushes to clean plastic teeth, which helps to raise awareness of the importance of brushing teeth. However, the childminder does not fully support children to learn about the importance of making healthy choices about what they drink, to promote their oral health.
- Effective communication between the childminder and the parents, encourages parents to share what they know about their child's learning. This helps the childminder to plan and support children to make good progress in their learning and development from the beginning. This knowledgeable childminder routinely provides advice and support to help parents to further promote their child's learning at home.
- The childminder manages her setting well and values feedback from parents. She reflects on the quality of her provision and routinely accesses relevant webinars. This supports her professional development.

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:

- explore professional development opportunities, to strengthen the assessment process and the educational programme for communication and language
- support children to learn about the importance of making healthy choices about what they drink, to promote their oral health.

Setting details

Unique reference number	EY400877
Local authority	Salford
Inspection number	10346244
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	0 to 3
Total number of places	6
Number of children on roll	7
Date of previous inspection	10 January 2020

Information about this early years setting

The childminder registered in 2009 and lives in Swinton. 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. The childminder provides funded education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Vickie Halliwell

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 provider and has taken that into account in their evaluation of the provider.
- The childminder showed the inspector the premises and discussed how they ensure they are safe and suitable.
- The inspector observed the interactions between the childminder and children.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- 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.

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