

Childminder report

Inspection date: 26 November 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

The childminder provides meaningful learning opportunities for children. The curriculum focuses on helping children to be confident and content. Children are happy and settled. The childminder provides a broad range of learning experiences for children. For example, she helps children to feed the rabbits each day. Children learn how to care for the animals. They also visit the allotment where they grow their own fruit and vegetables. Children go to play groups and soft play where they meet with other children and develop social skills.

The childminder works with other local childminders to offer a variety of opportunities for children. For example, they attend sessions where children learn first aid. This helps children to develop their knowledge and skills. The childminder has warm and caring relationships with children. They go to her for cuddles. Children's behaviour is good. The childminder uses positive praise to help develop children's confidence.

Stories and songs are a key part of the curriculum. For example, the childminder reads expressively to children about a bear getting ready for bed. Children use a small teddy to join in with the story, acting out the narrative. This helps to develop children's love of books. The childminder supports children's communication and language well. She asks thoughtful questions to promote independent thinking.

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

- The childminder is adaptable and follows children's lead to support their learning. For example, as children play making snowmen with dough, they decide to make birthday cakes instead. The childminder quickly turns the activity into meaningful learning based around birthdays. This means the childminder is able to promote learning at all times.
- The childminder encourages children to persevere when things are tricky. For example, children look for a bottle lid amongst stones. When they are frustrated, the childminder encourages them to put on their binoculars and keep trying. When children find the lid, they are delighted. Children develop a sense of pride in their accomplishments.
- The childminder joins in children's role play. For example, children play doctors and nurses. The childminder supports them to create a story, acting as the patient. This helps children to develop their creative skills.
- The childminder demonstrates things for children so that they can see how to do things for themselves. For example, as children play with baby dolls, she shows children how to hold them and practise walking. This means children learn quickly through copying the childminders actions.
- The childminder uses specific praise to help children understand when their

actions are positive. For example, she compliments children on their teamwork and sweeping. This helps children to quickly learn what is the right thing to do.

- The childminder teaches children about emotions. She uses a puppet to help children learn what makes them feel happy or sad. Children practise making different faces to match the emotions. This helps children to understand and regulate their own feelings.
- Occasionally, the childminder does not offer children the same opportunities. For example, as children choose a spoon for snack, not all children can join in as they are already strapped into a chair. Children become upset as they are not able to take part.
- The childminder encourages children to develop their independence skills. For example, after snack, children tidy up their plates and cups. This means children develop a broad range of independence skills.
- The childminder manages children's behaviour well. For example, when children want the same toy, she encourages them to share and provides additional toys. This helps children to understand what is expected of them.
- Parents are very happy with the childminders provision. They praise the knowledge and skills their children develop. The childminder shares ideas for parents to try at home. This means learning is consistent between the setting and home.
- The childminder evaluates her own practice to identify areas for development. She takes part in a variety of training. For example, learning about the different ways that individual children like to learn. This helps her to make adjustments to the environment in order to support children.

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:

- develop strategies to ensure that all children can join in with activities where appropriate.

Setting details

Unique reference number	EY404483
Local authority	Salford
Inspection number	10359926
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 10
Total number of places	6
Number of children on roll	6
Date of previous inspection	11 December 2018

Information about this early years setting

The childminder registered in 2010 and lives in Salford. She operates all year round, from 7am to 5pm, Monday to Friday, except for bank holidays and family holidays. The childminder offers funded early education for children from 9 months to 4 years.

Information about this inspection

Inspector

Amanda Richards

Inspection activities

- The childminder and inspector completed a learning walk together and discussed the early years curriculum.
- Children communicated with the inspector during the inspection.
- The inspector talked to the childminder at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Parents shared their views with the inspector.
- The inspector carried out a joint observation with the childminder.
- 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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