

Childminder report

Inspection date:

8 September 2022

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

The provision is good

Children have positive relationships with the warm and nurturing childminder and her assistants at this welcoming setting. They settle quickly when they arrive. Adults are responsive to children's individual needs and recognise when they are tired, or unsettled, and promptly offer the support they need. This means that children feel safe and secure. Children demonstrate good levels of behaviour and follow instructions very well. They carry out jobs such as giving the cups out to their friends at lunchtime. Children are developing independence as they tidy toys away after playing with them. They receive lots of praise and encouragement, which helps to develop their confidence and boost their self-esteem.

Children are confident communicators. They switch between their home language and English as they play and interact with others. Children enjoy their play and learning as they play cooperatively together. They laugh and giggle as they pretend to make cups of cocoa, which the adults pretend to drink. Children play independently with a range of resources that support their interests and stage of development. The childminder supports them well to take turns and share their toys. Children are polite towards others, which helps them to make friends. Overall, children are making good progress.

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

- The childminder and her assistants observe children as they play and build on their interests. The childminder monitors children's development and ensures that any gaps in learning are identified quickly. She supervises her assistants as they plan further activities. However, on occasions, adults over direct some activities and provide children with too much support. Therefore, children do not always have the chance to explore activities independently and develop their own ideas and make their own choices.
- Children's communication and language development is promoted well. Adults model language and extend children's vocabulary by engaging them in conversation as they play. They describe what they are doing and introduce new words during activities. For example, the childminder helps children to learn animal names as they read a story. Children enthusiastically repeat unfamiliar words, such as 'baboon' and 'flamingo'. They excitedly share stories of what they did during the holidays. Children are confident communicators.
- The childminder encourages children to develop a love of books. Children eagerly choose books to look at and snuggle close to the childminder. She reads stories with enthusiasm and uses intonation in her voice to successfully capture children's attention. The childminder uses books to discuss positive images of people from different faiths and cultures. This helps children learn about each other's similarities and differences. Children are developing an awareness of

people from different faiths and cultures.

- The children have many opportunities to develop their physical skills, both indoors and outdoors. They use glue sticks and paint pens, which help them to develop their small hand muscles. They build their large muscles, strength and coordination as they pull and push plastic bottles in and out of large crates. This helps strengthen their muscles and gain the coordination needed for early writing when the time comes.
- The childminder is keen to provide a range of learning experiences for children. Adults support children's imagination and encourage pretend play well as they play alongside them with the plastic food. However, they do not consistently organise the environment well enough to make the best use of the space. Therefore, not all resources are easily accessible for children to consolidate new skills and extend their learning further.
- Adults talk and sing to children effortlessly in their home language and English. As a result, children make good progress in learning English and Yiddish. Adults help children practise and learn about customs to deepen their own understanding of Judaism. For instance, the children are learning about Rosh Hashanah. Consequently, children are developing a strong sense of themselves.
- Partnerships with parents are good, with effective systems in place to share information about children's daily routines and achievements. For example, parents share relevant information about their children's interests, current levels of development and their routines. The childminder shares written progress checks and assessments with parents. Consequently, parents are aware of the progress their children are making and how they can continue their child's learning at home.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistants have a good understanding of the current local procedures to protect children from harm. They know how to identify the signs of abuse, including possible radicalisation, as well as how to report any concerns that they may have. The childminder carries out thorough risk assessments of her environment to ensure that children are safe. The childminder and her assistants are qualified in paediatric first aid.

What does the setting need to do to improve?

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

- allow children more time to explore activities and make their own choices so that they can develop their own ideas
- consider further ways to make resources more accessible, so that children can consolidate new skills and extend their learning further.

Setting details

Unique reference number	EY452689
Local authority	Salford
Inspection number	10132579
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 3
Total number of places	9
Number of children on roll	13
Date of previous inspection	21 July 2014

Information about this early years setting

The childminder registered in 2013 and lives in the Lower Broughton area of Manchester. The childminder operates from 9am until 3.30pm, Monday to Friday all year round except Bank Holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
 Rachelle Pole

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 childminder and has taken that into account in their evaluation of the provider.
- The inspector spoke to the childminder, her assistants and the children at appropriate times during the inspection.
- The inspector completed a joint evaluation of an activity with the childminder.
- The childminder talked to the inspector about how she organises her provision and about how she uses the premises to care for the children's well-being and safety.
- The childminder and the inspector discussed the childminder's intentions for children's learning.
- The inspector took account of the views of parents through written comments.

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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