

# Childminder report

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Inspection date:

8 September 2025

|                              |             |
|------------------------------|-------------|
| <b>Overall effectiveness</b> | <b>Good</b> |
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|--------------------------|-------------|
| The quality of education | <b>Good</b> |
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|                         |             |
|-------------------------|-------------|
| Behaviour and attitudes | <b>Good</b> |
|-------------------------|-------------|

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|----------------------|-------------|
| Personal development | <b>Good</b> |
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|---------------------------|-------------|
| Leadership and management | <b>Good</b> |
|---------------------------|-------------|

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|----------------------------------------------|------|
| Overall effectiveness at previous inspection | Good |
|----------------------------------------------|------|

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

### The provision is good

The childminder forms secure bonds with the children. She is a good role model and has high expectations. She consistently models good manners and encourages children to take turns and share. Children follow clear, consistent boundaries, and their behaviour is very positive. They show kindness towards each other. Children develop the skills they need to be respectful and resilient. As a result, children show they feel happy and secure.

The childminder carefully considers how to help children learn. She provides a range of stimulating experiences for children to access independently and develop their small physical skills. Children show determination and delight when they successfully connect straws to build helicopter rotor blades. The childminder praises children when they persevere and take on this new challenge. This helps them to extend their skills, and they develop confidence in their own ability.

The childminder has recently completed training that has enhanced her understanding of nutrition and how to promote children's diet. She teaches children how to recognise healthy foods so that they can make informed choices of what they would like to eat for lunch. This promotes children's health and well-being and encourages them to develop good habits for their future.

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

- The childminder works well in partnership with other professionals and parents. She shares her knowledge of children's developmental stages to access further support and close gaps in learning. For example, she liaised with local authority professionals to support children's communication and language and tailor her care practice to meet their individual needs.
- Children show independence as they make choices about where they would like to learn. The childminder prepares the indoor and outdoor environment with stimulating experiences that capture children's interest. For example, children thoroughly enjoy using the water butt to fill the watering can. However, the childminder does not use these opportunities to challenge or extend their learning even further. This does not encourage children to develop their critical thinking skills as they experiment and explore resources.
- The childminder knows what children need to know next in their learning. However, she does not always adapt her teaching to make the most of opportunities that arise to help children gain new knowledge and skills. For example, she does not encourage children to extend their mathematical understanding while they are playing.
- The childminder is caring, sensitive and responsive to children's needs. For example, the childminder recognises when children are tired or unwell and

provides them with soothing words and reassurance. This helps to support children's good emotional well-being.

- Children take an active part in their own self-care and wash their hands before enjoying healthy meals. The childminder helps older children to dress themselves, use the toilet and recognise their own belongings, in preparation for starting school. Children develop good levels of confidence and self-esteem.
- The childminder regularly gathers feedback from parents and children to help her strive for excellence. Parents are very positive about the childminder and feel she is 'very inclusive and accommodating'. The childminder responds to children's feedback, enhancing the resources and environment with suggestions they make.
- The childminder supports children well who speak English as an additional language. She uses a range of methods to help them to settle, understand and develop English. For example, she uses key words and phrases in children's home languages. This helps to support their understanding and gain confidence in their communication and language skills.

## **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:**

- challenge children during activities to help them develop their critical thinking skills and knowledge to explain their own ideas
- enhance the teaching of mathematics for children to develop their mathematical skills and counting during everyday activities.

## Setting details

|                                                    |                                                                                   |
|----------------------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>                     | EY547926                                                                          |
| <b>Local authority</b>                             | Salford                                                                           |
| <b>Inspection number</b>                           | 10398444                                                                          |
| <b>Type of provision</b>                           | Childminder                                                                       |
| <b>Registers</b>                                   | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Day care type</b>                               | Childminder                                                                       |
| <b>Age range of children at time of inspection</b> | 0 to 10                                                                           |
| <b>Total number of places</b>                      | 6                                                                                 |
| <b>Number of children on roll</b>                  | 9                                                                                 |
| <b>Date of previous inspection</b>                 | 22 October 2019                                                                   |

## Information about this early years setting

The childminder registered in 2017 and lives in the Little Hulton area of the borough of Salford. She provides childcare from 6.30am to 6pm, from Monday to Friday, all year round, except for family holidays.

## Information about this inspection

### Inspector

Emma Barrow

### Inspection activities

- The inspector observed the quality of teaching during experiences indoors and outdoors and assessed the impact this has on children's learning.
- Parents provided verbal feedback, which the inspector took into account.
- The inspector and childminder completed a learning walk to discuss the organisation of the provision and the curriculum focus.
- The inspector spoke to the childminder and children throughout the inspection.
- The childminder provided a sample of documentation, including evidence of her suitability to work with children and evidence of professional development.

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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