

Childminder report

Inspection date: 24 August 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children are happy and excited to play in the childminder's warm and welcoming home. They confidently choose their own toys and complete tasks with independence. Children understand expected rules and boundaries and securely follow the routine of the day. As a result, the environment is calm and children engage with their learning. Children spend time washing and chopping strawberries for their snack. They have good concentration skills and are proud of their achievements. For example, they rush to stick their drawings on the wall for others to view. Children enjoy making marks and practise using a variety of tools and media. This supports their early writing skills. Additionally, children explore and enjoy stories and songs. This helps promote their literacy and language development. Children talk with confidence and copy new words, modelled well by the childminder.

As a result of the COVID-19 pandemic, the childminder had noticed some social struggles from children. She has created some good community links with other childminders and parents. The childminder organises woodland groups, where children can continue their learning while making new friends. Furthermore, this supports their awareness and acceptance of different people in society. They gain some of the key values they need to successfully build relationships with others, such as sharing and being kind. Additionally, children broaden their knowledge of the wider world as they explore the local natural environments.

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

- The childminder carefully plans themes and topics to use throughout her setting. This helps her to help check what children know and can do, in order to continue extending their learning. However, there are areas of the setting, such as the outdoors, where children do not as successfully engage in play. The childminder does not consistently plan for all children's interests and needs. This occasionally limits children's learning and focus.
- The childminder has extremely secure relationships with parents. They are happy with the support and care for their children's learning and development. Parents know what their children have been taking part in and what their next steps in learning are. For those children who stayed at home during the COVID-19 pandemic, the childminder created home-learning kits. She delivered these to children's houses. This helped children continue making progress at home.
- The childminder has good child development knowledge and knows all her children well. She carefully considers their development stages and interests when planning for their next steps in learning. The childminder uses children's experiences from home to help continue their development. For example, children who have been camping over the summer now enjoy playing in the tent

in the childminder's home. They develop a range of skills such as counting food items to cook on the campfire, pegging washing out and caring for dolls. Children make good progress.

- The childminder evaluates her practice extremely well and identifies areas of training that will benefit the children in her care the most. This helps her continually improve her skills and strategies she can use with children, especially for those who may have special education needs and/or disabilities. All children are highly valued and the childminder adapts her teaching and provision to suit their physical and emotional needs.
- Children use mathematic skills regularly during play. They are encouraged to pick shapes out of a bag and identify each one, carefully supported by the childminder if they struggle. Additionally, children compare different sizes of a selection of toy frogs. The childminder displays numbers in the environment to help children recognise and use numbers during play. Children develop good mathematical skills.
- The childminder has good links with local schools. She helps prepare children and families for their next stage in education. Children are accompanied on visits to the school, they can meet their new teacher and the childminder carries out activities in her home that she knows they will do at school, such as certain songs. This helps children become familiar with the routines from school and feel more confident with the transition.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a thorough understanding of the possible signs of child abuse. She knows where she needs to report such concerns in a timely manner. The childminder knows how to respond if an allegation were to be made against herself. She has a secure procedure in place to help parents file a complaint and knows her responsibility for dealing with these. The childminder keeps her home safe and secure for children. Additionally, she helps children be aware of their own safety in and out of the setting. For example, they learn how to safely cross the road and to pick up toys, so they do not trip. The childminder holds a current paediatric first-aid certificate and knows how to respond to a variety of accidents and incidents children may have.

What does the setting need to do to improve?

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

- consistently plan all areas of the setting, including the outdoors, to meet the needs and interests of all children, in order for good quality learning to continue taking place.

Setting details

Unique reference number	2500098
Local authority	Stockport
Inspection number	10191498
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 8
Total number of places	6
Number of children on roll	7
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2018 and lives in Stockport, Greater Manchester. She operates all year round from 8am to 5pm, Tuesday to Friday, except bank holidays and family holidays. The childminder holds an appropriate qualification at level 3.

Information about this inspection

Inspector

Rachel Waterhouse

Inspection activities

- This was the first routine inspection the provider 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 setting.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- The inspector took written views from parents into account.
- The childminder and the inspector carried out a joint observation to evaluate the childminder's practice and the impact this has on children's learning and development.
- 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2022