

Childminder report

Inspection date: 24 June 2021

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 in this setting are very happy and at ease. The childminder has created a warm and friendly environment. The childminder has made some carefully considered changes to the way she operates her setting since the COVID-19 (coronavirus) pandemic began. Children are dropped off and collected at the door, this has not had an impact on the children and they happily part from parents. The childminder only had to close for a short period of time due to the pandemic, therefore, the children have received consistency in the quality of care and education provided to them. Children are able to move freely as they play with the toys and resources the childminder has thoughtfully set out for them. Children are very well behaved. The childminder is always close by to offer the children support and reassurance as they play and test out new skills and learning. The childminder provides a range of sensory resources which capture the interests of the children and support their small movement development.

The childminder assesses what the children already know and focuses on how she can build on this learning so they make good progress. Children enjoy looking at the wide range of age appropriate books and having stories read to them by the childminder. These are introducing the children to lots of new vocabulary and encouraging a love of reading. The childminder uses familiar songs and nursery rhymes throughout the session to support children's communication and language development. The use of props and puppets really encourages the children to join in and holds their attention and concentration.

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

- The childminder has developed good relationships with the parents. She gathers a wealth of information from them prior to the children starting. This information is used by the childminder to help children to settle and to make sure learning opportunities meet their current needs and interests. However, the childminder does not explain to parents her intentions for children's learning. Therefore, parents are lacking guidance on how to support their child's development at home.
- Exciting and interesting learning opportunities for the children are carefully planned by the childminder, based on what she wants the children to learn next. For example, she offers lots of different textured materials, and resources that make sounds, which children enjoy exploring. This includes shaving foam, rice, bubble wrap and wooden and metal objects. The childminder supports the children's learning by talking to them about what they are playing with and using different words to describe what the materials might feel like or the sounds they make. As a result, the children show high levels of engagement in their learning.

- The childminder carefully considers the space and activities available to children to encourage their physical development. Younger children are able to practise pulling themselves up to standing using the range of low level furniture provided. Children have great fun exploring the water mat placed on a low level table. They enjoy feeling the texture of the water inside and moving around the different animals with their fingers. This supports children's small and large movement skills.
- The childminder has developed good relationships with the children. She is very responsive to the children, offering cuddles and reassurance where needed. Therefore, the children are very settled and confident learners. Children demonstrate that they feel safe by moving independently around the setting to find what they want to play with.
- The children's emotional well-being is incredibly well supported. Children are continuously being taught how to identify and manage their emotions and feelings. Children demonstrate good levels of resilience as they approach each opportunity with a can-do attitude and try again if it doesn't work the first time. For example, younger children are practising to stand and move around and show high levels of persistence as they do this.
- Children are provided with healthy food choices, such as fruit for snack and vegetable soup for lunch. The children have ample opportunity to play outdoors and be physically active, through the use of bikes, trikes and ride-ons. Children have outings into the local community and have regular visits to the park. This provides them with opportunities to socialise with other children.
- The childminder has effective systems in place for supporting children with special educational needs and/or disabilities. She communicates well with parents to ensure that she is able to meet the children's needs in the setting. The childminder understands the procedures for accessing further support from other agencies.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands how to keep the children in her care safe from harm. She knows how to identify, respond to and manage any signs that may suggest a child is at risk of harm. The childminder is fully aware of the signs that may suggest children and families are potentially at risk from extreme views. She knows the correct course of action for reporting concerns. The childminder knows the procedure to follow if there is an allegation made against herself or a family member living in the household. The childminder takes steps to keep her home safe and secure. She completes daily safety checks to reduce hazards and ensure a safe environment for children to play in.

What does the setting need to do to improve?

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

- improve systems for sharing children's learning intentions with their parents to enable them to further support their child's learning at home.

Setting details

Unique reference number	2504109
Local authority	Stockport
Inspection number	10191731
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	6
Number of children on roll	6
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019. She operates her provision all year round from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. She holds a relevant level 3 qualification.

Information about this inspection

Inspector

Suzanne Fenwick

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 (coronavirus) 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 and the inspector completed a learning walk together.
- The inspector carried out various discussions with the childminder about her practice and provision.
- The inspector observed and interacted with the children.
- The inspector observed learning opportunities indoors and outdoors.

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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