

Childminder report

Inspection date: 30 June 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 have a good start to their education with the childminder. They are happy and safe. Children are nurtured and readily receive cuddles and reassurance. Children have close relationships with the childminder which help them to feel settled. They have excellent manners and behave well.

The childminder has high expectations of children, which helps children to make good progress in their learning. For example, children develop their physical skills as they make snips with scissors. Children are eager to sit with the childminder as they read stories. Reading is an engaging and interactive experience for children. They are encouraged to lift the flaps in books and join in with familiar phrases. This helps to promote children's developing vocabulary and a love of books.

Children have lots of opportunities to develop their physical skills. They regularly visit parks and explore nature in local woodlands. This supports children's health and well-being. Children also regularly visit playgroups, where they learn to socialise with others. Children develop an understanding of rhythm and rhyme as they enthusiastically join in with familiar songs, such as 'Sleeping Bunnies'.

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

- The childminder has a good understanding of what she wants children to learn. She observes children to help her decide what to teach them next. For example, children work on their hand-eye coordination as they peel and stick stickers. Children learn new knowledge and skills over time.
- Children show positive attitudes towards learning. Activities are exciting and capture children's attention. For example, children of all ages engage in craft activities for an extended period of time. This helps children to focus and concentrate.
- Communication and language are well supported. The childminder models key words and extends children's communication. For example, when children babble or say a few words, the childminder repeats full phrases back to them. This helps children to become confident communicators.
- Mathematical language is embedded throughout the day. The childminder teaches children about shapes and numbers. She extends children's knowledge by asking appropriate questions. For example, she challenges children to make their towers taller. This helps to embed children's understanding of mathematical concepts.
- At times, children are not sure what behaviour is expected of them. For example, children are asked to sit down for snack but begin to walk around before they have finished. The childminder does not reinforce the boundaries. This means that children are not always able to follow the rules.

- Children learn to recognise and name their emotions. The childminder teaches children through stories and by helping children to identify their own feelings. For example, the childminder helps children to understand when they feel overwhelmed. This helps children to communicate their feelings and needs.
- Children's independence is promoted. Children feed and serve themselves at snack time. The childminder encourages children to put their own rubbish in the bin. This helps to develop children's confidence and self-care skills.
- The childminder is responsive to children's needs. For example, when children are hungry or tired, she recognises this and tends to children's needs without delay. This helps to promote children's self-esteem and helps them to feel secure.
- The childminder effectively evaluates her own practice to identify any training needs. For example, she has attended training on developing mathematics. This training is reflected in her practice. This helps her to ensure that her knowledge and skills continually improve over time.
- Parents are very happy with the care provided. They praise the communication they receive. The childminder shares ideas for how parents can continue and extend children's learning at home, for example by counting stairs. This helps to promote continuity between children's learning at home and with the childminder.

Safeguarding

The arrangements for safeguarding are effective.

The childminder attends regular training to refresh her safeguarding knowledge. She is aware of signs of abuse and how to report any concerns she has. The childminder maintains a safe environment for children. She regularly assesses risks in the environment to help her to keep children safe.

The childminder provides a secure space for children to sleep and checks on them regularly. The childminder uses appropriate car seats to help keep children safe when travelling. She teaches children about road safety. This helps children learn how to keep themselves safe when they explore the local area.

What does the setting need to do to improve?

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

- consider how behaviour expectations are shared with children and reinforced so that children know what is expected of them at all times.

Setting details

Unique reference number	2518136
Local authority	Stockport
Inspection number	10207951
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	4
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019 and lives in Stockport. She operates all year round, from 7.30am to 6pm from Monday to Friday, except for bank holidays and family holidays.

Information about this inspection

Inspector

Amanda Richards

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 provision.
- 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 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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