

Childminder report

Inspection date: 10 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

The childminder and her co-childminder work well together. They make children feel welcome and safe. Children arrive ready to have fun and play with their friends. The childminders' knowledge of how children learn is a strength of the provision. Children become deeply absorbed in rich play that promotes their good progress. Pre-school children proudly demonstrate their early literacy skills. They use picture clues and memory to read familiar books out loud. Younger children begin to recognise their written names. For example, they find the placemat that has their name on it at the lunch table. Children begin to gain and use the phonic knowledge that they need to decode written words.

The provision is well organised and children confidently follow the clear routines. This helps to promote children's self-control and they behave well. For example, children wait patiently until adults tell them it is their turn to wash their hands before snack. Parents and carers praise the childminder's continued support for children during the COVID-19 pandemic. They report children's surprise and delight when the childminder brought activities to them during the first national lockdown. This helped her to maintain positive relationships ready for when children returned to the provision.

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

- The experienced childminders are supportive and motivate each other to keep learning. They complete training that adds to their professional skills and knowledge. This helps the childminder to make changes that improve her practice. She reviewed the contents of the dressing-up clothes. Children now have fun dressing up in outfits that do not promote gender stereotypes. This helps to promote equal opportunities and respect for everyone.
- The well-qualified team observe each other and give feedback about strengths and areas for development. Assistants report that the supervision process is supportive and helps them to keep improving. However, there are instances when the childminder does not scrutinise the detail of her colleagues' teaching closely enough. This means that children do not benefit really consistently from the ambitious vision that underpins the provision.
- The childminder promotes children's independence well. She introduced a self-service system for breakfast cereals. Children think and talk about their choices. This means that they participate in meaningful conversations and learn new words. The childminder helps children to decide how much cereal they should take. Children gain understanding that helps them to moderate the amount of food that they eat.
- The childminder makes skilful use of a visual timetable. Children become eagerly involved in removing the picture cards when an activity or routine is completed.

Using the timetable teaches children that there is a predictable sequence of events. This helps children to feel really secure. They begin to understand the passage of time.

- Well-chosen resources help to promote children's physical development well. Children journey up and over wooden prisms and walk along a plank to reach their destination. This helps to promote children's strength and balance. Younger children paint on easels. The large paper encourages them to use whole-arm movements. This promotes children's hand-to-eye coordination. They gain increasing control of their shoulder and arm muscles.
- The childminder demonstrates a strong understanding of child development. She generally sequences children's learning effectively. However, some familiar activities do not provide enough challenge and interest for older and more-able children. Children sometimes withdraw their attention. This does not promote their deepest engagement in learning.
- The childminder helps children to develop habits that keep them healthy. Children know that they must wear hats and apply sun cream in hot weather. The childminder takes careful account of children's individual dietary needs. She caters safely for children in her care.
- Parents say that children sing nursery rhymes at home that they have learned with the childminder. Parents are pleased with the exciting outings, such as pumpkin picking, that children go on. This promotes children's participation in the wider community. Parents and the childminder work together to allocate additional funding. This helps to ensure that gaps in progress do not develop.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has good knowledge of child protection matters. She trains her assistants to follow her provision's safeguarding policy. She knows what to do if she is concerned that children are being subjected to abuse or neglect. The childminder identifies and minimises hazards to children's safety. She teaches children to use a sturdy step-up at the kitchen sink. Children climb up confidently to wash their hands. The childminder knows the risks to children who access online games and conversations. She ensures that digital devices in her provision are child safe and monitored.

What does the setting need to do to improve?

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

- scrutinise practice more meticulously in order to support colleagues to implement the intended curriculum really consistently
- sequence children's learning even more effectively, so that older and more-able children are challenged to make the swiftest possible progress.

Setting details

Unique reference number	2521420
Local authority	Stockport
Inspection number	10208081
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	0 to 8
Total number of places	18
Number of children on roll	18
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019 and lives in Marple. Her provision operates all year round, from 7.30am to 6.30pm, Monday to Friday, except for bank holidays and two weeks at Christmas. The childminder works with a co-childminder and two part-time assistants. She holds a qualification at level 5. The assistants hold level 3 qualifications. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Susan King

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the setting.
- The childminder and the inspector discussed the childminder's intentions for her curriculum. They conducted a joint observation and considered the impact of activities on children's progress.
- The inspector observed interactions between the childminder and children. She spoke with and played with children.
- Parents and carers were spoken with. The inspector read written feedback from parents. She took account of parents' views.
- Documents used in the childminder's setting were sampled by the inspector. The inspector checked evidence of the suitability of the childminder, her co-childminder and her two assistants.

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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