

Childminder report

Inspection date: 30 November 2021

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Not applicable
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What is it like to attend this early years setting?

The provision is good

Children have adapted well to changes the childminder has made to her setting in response to the COVID-19 pandemic. They separate with ease from their parents as they are dropped off at the door. Children happily enter the setting. They are safe and secure in this setting. The childminder focuses on supporting children to develop strong relationships and build their confidence. Consequently, children settle quickly.

Children are well behaved. The childminder supports children to learn about and understand their emotions. She uses picture cards to support children to identify how they feel. The childminder has setting rules in place. She explains these to the children and, with some gentle encouragement, they follow these. The childminder has high expectations for children. She plans opportunities which capture children's interests. For example, children enjoy discovering toy animals which have been hidden in a large bowl of shaving foam. They recognise the animals and name them. The childminder encourages children to explore different textures and how these feel. Children enjoy singing familiar songs and sharing books with the childminder. They make good progress with their communication and language development. Children are well prepared for their next stage of learning.

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

- The childminder has an effective curriculum which is carefully planned so that children develop their learning in well-ordered steps. For example, children enjoy the opportunity the childminder provides to make a snowman with art and craft resources. The childminder sets clear learning intentions for children to ensure that they are developing skills across different areas of learning. However, at times, she can be a little narrow in her focus. For example, in some of the activities she plans, she does not encourage children to use their imagination, be creative and test out new ideas.
- The childminder makes effective checks on how well children are learning. She offers children lots of support during activities. Children follow the childminder's lead and engage well. For example, children are given templates of faces to decorate. The childminder encourages children to use a mirror to identify and talk about their own features. However, at times, the childminder does not support children to lead their own learning to further develop their independence skills.
- Children learn to share and take turns. They listen well to instructions and use their manners. The childminder helps children to stay fit and healthy. She offers parents guidance on healthy lunch box choices. The childminder supports children to learn about how to keep their teeth healthy through regular brushing. Children benefit from daily fresh air and exercise. They enjoy playing

in the garden, riding scooters, mark making and water play.

- Children have ample opportunity to visit the local community. For example, they enjoy taking walks, going on trips to the park and visiting the library. The childminder supports children to learn about what makes them unique and to celebrate differences. Children are invited to join in with different events and festivals.
- The childminder evaluates her setting regularly to ensure that she provides high-quality learning for children. The childminder has an effective relationship with the local authority childminding improvement officer, who offers her support on how to improve her provision. The childminder identifies gaps in learning promptly. She attends training courses to support children's needs. For example, the childminder has recently completed a course on how to further support children's speech development.
- The childminder supports parents with keeping their children safe online. However, the childminder is yet to fully provide ways to support children to learn how to keep themselves safe when they are using electronic devices.
- The childminder has good relationships with parents. Parents speak highly of the childminder. They feel they are well supported. Parents appreciate the wealth of information that the childminder provides about their children's time in the setting. Parents are guided well by the childminder on how they can support their children's learning at home.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is trained in safeguarding. She understands her role and responsibilities in keeping children safe. The childminder is aware of the potential signs and symptoms of abuse. She knows the correct procedures to follow to report any concerns she has about the welfare of children. The childminder is trained in paediatric first aid and understands the correct procedure for administering first aid. The childminder has an effective evacuation procedure in place. Children take an active part in fire drills. The childminder carries out daily checks of the environment to ensure that children are kept safe.

What does the setting need to do to improve?

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

- enhance planning to provide children with more opportunities to be imaginative and creative in their learning and to problem-solve and test out new ideas
- support children to lead their own play and learning in order to further develop their independence skills
- strengthen children's understanding about how to keep themselves safe when using electronic devices.

Setting details

Unique reference number	2523598
Local authority	Stockport
Inspection number	10208173
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	2 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 the Heald Green area of Stockport. She operates all year round from 8.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate early years qualification at level 6.

Information about this inspection

Inspector

Suzanne Fenwick

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 setting.
- The childminder and the inspector had a learning walk together to discuss the childminder's intentions for children's learning.
- The inspector observed interactions between the childminder and children.
- Children spoke to the inspector about their time in the setting.
- The childminder and the inspector carried out a joint observation.
- The inspector held discussions with the childminder on safeguarding.
- The inspector and the childminder had discussions regarding leadership and management.
- Parents shared their views of the setting with the inspector.
- 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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