

Childminder report

Inspection date: 21 January 2020

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 appear happy and settled in this good-quality setting. They have secure attachments with the attentive and caring childminder. Children confidently approach the childminder for help and reassurance. They enjoy a cuddle as they fall asleep after active play. The childminder encourages children to talk about their feelings and recognise emotions in others. As a result, children are developing a secure understanding of their own feelings and empathy for others. Children eagerly reply, 'everything is amazing', when asked how they are feeling.

The childminder demonstrates a caring attitude to the children in her care. She knows the children well and goes above and beyond to ensure that they feel secure and safe. For example, after children express fear of dinosaurs, the childminder organises fun and interesting dinosaur games. Children delight in the learning experiences provided. They happily feed the dinosaurs with cereal, saying the cereal is 'delicious'.

The childminder speaks to parents and children when considering areas to improve across her setting. Parents are very happy with the care provided by the childminder. They say that their children are 'always excited to go in the morning'. They comment that their children's social skills, confidence and behaviour have all improved in the childminder's care.

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

- The childminder has high ambitions for all children. She provides a broad range of play experiences that build on and captivate children's interests. The childminder has a secure and in-depth knowledge of how children learn and how to progress them in their development. As a result, children develop the skills they need for the next stage in their learning.
- Overall, children develop good communication and language skills. They spontaneously sing songs about rainbows, spiders and see-saws during their play. The childminder skilfully extends children's vocabulary, by introducing new words. For example, while playing imaginatively outside, she explains that kale is like the broccoli they have eaten at lunchtime. However, occasionally, the childminder does not allow children enough time to answer questions.
- The childminder promotes children's understanding of the world around them well. She encourages children to learn about other cultures and religions. For example, she takes children shopping to buy food ingredients for Chinese New Year. Children are excited about the red money pouches the childminder has provided, knowing they are presents.
- Children's mathematical knowledge is developing well. Two-year-old children successfully identify which of the toy dinosaurs and bears are 'bigger' and

'smaller'. They make good attempts to form shapes, such as squares and triangles, while creating pictures of houses.

- Children's well-being is a high priority for the childminder. She is very attentive to children's needs and is sensitive while dealing with intimate care routines. For example, she protects children's privacy while changing nappies and talks gently to them throughout the process. This helps children to feel secure and safe.
- The childminder provides a range of interesting activities during outside play. This helps to promote children's physical development well. Children delight in running around the garden and shout 'higher' and 'faster' while playing on the see-saw. During outside play, children are reluctant to ride the bicycles as they are muddy. The childminder turns this into an opportunity to develop their physical skills even further. She provides cups of water and cloths for children to clean and dry the bicycles. Once clean, the children are eager to ride the bicycles around the garden.
- The childminder evaluates her own practice well and is committed to ongoing improvement. She takes account of the views of parents and children. The childminder adapts activities to ensure children remain motivated and interested to learn. All children are making good progress across the areas of learning.
- Children behave very well and are kind and thoughtful towards each other. For example, they ask for extra resources so that their friends can play alongside them. They happily 'roar' as they pretend to race on large toy dinosaurs and rhinoceroses. The childminder uses stories well to promote good behaviour. For example, she reads children a book about learning how to share with their friends. This has a positive impact on children's understanding of appropriate behaviour.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has undertaken training in child protection. She has a robust knowledge of the possible signs and symptoms of abuse. The childminder knows the correct referral procedures should she have any concerns about children's welfare. She has a good understanding of wider safeguarding issues and knows what to do if she is worried about a child's home life. Risk assessments ensure her home is safe and secure. Emergency evacuation procedures are clear. As a result, children are safe and protected in the care of the childminder.

What does the setting need to do to improve?

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

- provide children with more time to respond to questions.

Setting details

Unique reference number	2524564
Local authority	Stockport
Inspection number	10138405
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	2 to 2
Total number of places	6
Number of children on roll	2
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 7am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate early years qualification at level 3.

Information about this inspection

Inspector

Maxine Allmark

Inspection activities

- The inspector viewed all areas of the childminding premises.
- The inspector discussed an observation of children's learning with the childminder and also how the childminder measures children's progress.
- The inspector took account of parents' views, through written feedback.
- The inspector observed the quality of education during indoor and outdoor play. She assessed the impact of activities on children's learning and development.
- The inspector looked at a sample of the childminder's documentation. This included evidence of training courses attended and qualifications.

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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