

Childminder report

Inspection date: 24 September 2025

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	Good
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What is it like to attend this early years setting?

The provision is good

The childminder helps children feel safe and secure in her care. For instance, she uses sensory baskets to support children when they are settling, to help them feel calm in a new environment. Children show confidence and seek emotional support when needed. The childminder talks with children about how they feel and shares books about emotions. Children learn about how they feel in different situations and can respond to that emotion. The childminder supports children to learn about healthy practices. Children enjoy role play as they brush doll's teeth. They learn about oral hygiene and understand how to care for themselves.

The childminder provides an ambitious curriculum for all children. She observes children and assesses their stage of development. She plans a range of experiences to enhance children's knowledge and skills. Children make good progress across all areas of learning. The childminder promotes positive attitudes to learning. Children enjoy scooping and pouring different materials. They use their co-ordination to push dry pasta through holes. Children show curiosity as they investigate and explore.

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

- The childminder uses training to improve her teaching. She attends webinars and draws on her experiences from working in nursery and school settings. Following training, the childminder has introduced more visual props to improve children's understanding. Children benefit from good quality care and education.
- The childminder provides opportunities for children to develop their independence. Children chop their fruit at snack time, pour their own drinks and count how many pieces of fruit they have. Children develop their ability to undertake tasks for themselves and use mathematical language in everyday routines. Children are well prepared for their next stage in learning.
- The childminder uses a range of vocabulary with children to describe objects and textures. She introduces words like 'spiky', 'sticky' and 'smooth' during sensory play. Children hear a good range of words to help them make connections between words and textures. However, the childminder tends to ask children questions, which requires them to respond with limited language. She does not always give them time to extend their answers. This limits opportunities for children to use their language.
- The childminder supports children to develop their social interactions and build relationships with others. She uses timers to help children know when it is their turn. She encourages children to share toys, such as, instruments at a music class. Children learn to cooperate and interact socially in group situations.
- The childminder does not always teach size accurately. She asks children to say if objects are 'big' or 'small' and then tells them they are not correct in their

selection. She does not explain how size is only relative to other items. This does not deepen children's understanding of mathematical concepts.

- The childminder helps children to understand about the world around them. She engages children in real-life experiences. The childminder takes children to the library, train station and Chinatown. Children learn about how things work in the world and develop knowledge of different cultures.
- The childminder enhances children's physical development. She encourages children to climb ladders at the park using their large physical skills and zip up coats using their fine motor skills. Children develop their hand-eye coordination and enjoy being active.
- The childminder works closely with parents and carers. She works together with families on routines like toilet training and eating new foods. Children benefit from consistent support between home and the childminders setting.
- The childminder liaises with other settings children attend. She talks with other childminders about children's progress to understand their development. Children experience continuity in their care and education.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- increase opportunities for children to use their language to explain their ideas to enhance their language development
- support children to compare and use size vocabulary accurately.

Setting details

Unique reference number	2524564
Local authority	Stockport
Inspection number	10407863
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 2
Total number of places	6
Number of children on roll	5
Date of previous inspection	21 January 2020

Information about this early years setting

The childminder registered in 2019 and lives in Stockport, Lancashire. She operates all year round from 8am to 4.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate early years qualification at level 3. She provides government-funded childcare.

Information about this inspection

Inspector

Joanne Ryan

Inspection activities

- The childminder showed the inspector the premises and discussed how they ensure it is safe and suitable.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their curriculum.
- Children spoke to the inspector during the inspection.
- The inspector observed the interactions between the childminder and children.
- 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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