

Childminder report

Inspection date: 20 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 settle well at this welcoming setting. The childminder works closely with her sister, who is also a registered childminder. Together, they provide a safe and stimulating play space for the children. Children have close bonds with the caring childminder. Babies crawl over to her with a book and snuggle on her lap for a story. This demonstrates that they feel secure in her care.

Overall, the curriculum helps the children to make good progress. Children benefit from many trips out, this builds their knowledge of the local community. They enjoy trips to the nearby farm and nature walks along the canal, feeding the ducks. This supports their understanding of nature. They use farm animals and books to talk about the trip. This develops children's recall skills which they need when learning to read. Sensory play is developed as they scoop and pour with rice. They are learning about sounds, textures and new words.

Activities are carefully planned to support each child's development. Children are eager to engage in activities, developing a good attitude to learning. Behaviour is generally good. Older children demonstrate the lovely manners which are role modelled by the childminder.

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

- The childminder knows the children well. Overall, this helps her provide a relevant and stimulating curriculum which the children learn from. Occasionally, this could be further developed. For example, the childminder does not always give younger children opportunity to develop self-help skills and independence.
- The childminder has a good relationship with the parents who describe her as 'warm and engaging'. Parents say their children settle well and are excited when they see the childminder.
- Parents value the regular updates they receive about their child's progress. These detail children's progress and next steps. This helps continuous learning by developing consistency between the setting and home.
- Children generally behave well. The childminder sensitively intervenes where needed, for example to encourage sharing. This role modelling supports children learning to share.
- The childminder attends training to support professional development. However, she has not accessed regular training on equality and diversity and her knowledge in this area is not current. Therefore, aspirations for children are not as effective in some areas of learning.
- Language is promoted well and the childminder quickly responds to children's words and sounds. For example, as a young child picks up a lion and says, 'roar', the childminder speedily replies, 'roar, that's right, a lion goes roar'. This

supports children's developing language very well.

- The setting uses books well and children regularly look at books throughout the session. The childminder links these to activities, for example the farm books are with the farm animals. This helps children understand books have a purpose and supports them to develop an enjoyment of reading and a love of books.
- Children are praised for their achievements. This makes them feel good about themselves and builds self-esteem.
- Children are invited to use toys in a variety of ways. For example, they bring cars to the rice tray and use them to mark make in the rice. This develops hand-to-eye coordination and supports pre-writing skills well.
- The playroom is safe and secure. The childminder observes children at play and reminds them to play safely around each other. This builds their knowledge and develops a caring attitude towards others.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of her responsibilities to protect children from harm. She has good knowledge of the signs and symptoms of abuse and attends training to ensure her knowledge in this area remains up to date. She understands the procedures to follow should she have concerns about a child's welfare. The setting is secure, and the childminder and co-childminder communicate well to ensure the children are always supervised. The playroom is well-laid-out and free from hazards. Good hygiene practices are followed. The childminder holds a current paediatric first-aid qualification and understands how to administer first aid properly.

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 practise self-help skills
- develop knowledge of equality and diversity through professional development so that provision for children is highly aspirational.

Setting details

Unique reference number	2528984
Local authority	Stockport
Inspection number	10215090
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	3
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019. The childminder works from her co-childminder's house in the Romiley area of Stockport. She operates Monday, Tuesday, Wednesday and Friday. She operates term time plus the summer holidays, from 8.30am to 5pm.

Information about this inspection

Inspector

Lynn Richards

Inspection activities

- This was the first routine inspection the childminder received since registration.
- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken this into account in her evaluation of the setting.
- The childminder and the inspector had a learning walk and discussed the childminder's intentions for children's learning.
- The inspector observed the children throughout the session, paying attention to how effective the curriculum is for children's learning.
- The inspector observed interactions between the childminder and the children.
- The childminder and the inspector discussed the implementation of the curriculum and the impact it has on children's learning.
- Parents shared their views of the setting with the inspector.
- The inspector viewed a range of documents, including paediatric first-aid certificate.

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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