

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 childminder's knowledge of how children learn is a strength of the provision. Children become deeply absorbed in rich play that promotes their good progress. They are given time and encouragement to pursue self-chosen learning. Pre-school children draw intricate, thoughtful pictures. This demonstrates their imagination and thinking. They begin to form written letters. Younger children are eager to join in. They make marks and begin to attach meaning to them. This promotes children's early literacy and conversation skills well.

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 know the expectations for their conduct at group times. They sit together quietly and calmly, ready to listen and talk. Parents and carers praise the childminder; they say that she teaches children to say please and thank you. Parents feel well informed about children's development and progress. They particularly like to receive pictures via the online app, which helps them initiate discussions with children about the day's events.

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

- The experienced childminder and her co-childminder support 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. For example, the childminder changed the way that toys are stored in the playroom. She introduced open shelving to arrange toys in ways that encourage children's curiosity and entice them to explore.
- 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 improve further. However, there are instances when the childminder does not evaluate the quality of her colleagues teaching accurately enough. This means that children do not consistently benefit from the ambitious vision that underpins the provision.
- Children demonstrate that they like books and want to read them. The childminder's assistant skilfully uses props and a familiar story to engage children in talking about animals. This prompts children to ask questions about relative size. They wonder why elephants are 'big' but the toy elephant is 'small'. Children's thoughtful responses show that stories spark new knowledge and ideas.
- The childminder plans interesting adult-led activities. Children busily make cornflour 'gloop' for small-world sharks to swim in. They learn the names of

different species of shark which extends their vocabulary. The childminder identifies a high number of possible learning intentions for planned activities. However, at times, she does not focus precisely enough on what she wants the children to learn next.

- Children hear that the childminder's granddad has sent them a cucumber from his garden. Children talk about what the cucumber needed to help it grow. This consolidates and extends their knowledge about where food comes from. Children eat some cucumber and say whether they like it. They express different views. This helps children learn that there are similarities and differences between themselves and other people.
- Children demonstrate independence. Pre-school children work together to set up an efficient production line to transport sand to the outdoor play kitchen. Toddlers gain self-help skills, such as using the potty and putting their shoes on. This helps promote children's confidence. Children become successful learners who are ready to start school when the time comes.
- The childminder helps children to develop habits that keep them healthy. She makes sure that children have ready access to their water bottles. When the weather is hot, the childminder gathers children in the shade to take a drink. They learn the importance of keeping their body hydrated.
- Parents describe the 'happy smiley faces' that greet the children every morning. They say that the creative, nurturing environment was sustained during the COVID-19 pandemic. This helped everyone work together to promote children's emotional well-being and progress.

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 has concerns about a colleague's behaviour towards children. The childminder identifies and minimises hazards to children's safety. For example, the sand tray is covered at night to keep the sand clean. The childminder protects children's information. She takes close account of parents' wishes regarding publication of children's photos. Supervision of sleeping children is vigilant. There is someone with them at all times.

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 consistently
- make better use of activities to focus even more precisely on what children are intended to learn next.

Setting details

Unique reference number	2562251
Local authority	Stockport
Inspection number	10232145
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. She works in the home of her co-childminder 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 and her co-minder work with two part-time assistants. She holds a qualification at level 3. 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 childminder 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 two joint observations of practice 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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