

Childminder report

Inspection date:

29 September 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 benefit from plenty of opportunities for fresh air and exercise at this friendly, warm setting. They are welcoming and confident, greeting the inspector on arrival at the childminder's home. The childminder and assistant have high expectations for all children. They have a caring and fun approach that puts children at ease, helping them to enjoy their time in their care.

Children learn to share and take turns, for example taking it in turns riding the scooter round the garden. They grow in their independence. The childminder encourages the younger children to put their coat on themselves and to wipe their hands and faces after snack time. Children begin to make simple choices and decisions. For example, they choose what they would like to play with next as they explore with the autumn play tray including conkers, leaves, acorns and play dough.

The childminder supports children's personal, social and emotional development. She has familiar daily routines which help children to feel emotionally secure. The childminder praises and encourages children. This helps to raise their confidence and self-esteem. Children are happy, settled and secure. They learn to play cooperatively together. They pay attention and follow instructions. The childminder has high expectations for their behaviour. This contributes to the good manners and high levels of respect that children show. For example, at lunchtime, children spontaneously thank the childminder for their lunch.

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

- The childminder provides a relaxed, friendly and home-from-home setting. Parents comment that the childminder is very friendly and supportive. She helps them by supporting children's learning, such as providing potty training guidance.
- The childminder supports children's language development. She talks to children continuously, listening carefully to them. She repeats words clearly to embed good pronunciation and speaking skills. However, at times, children are asked lots of questions quickly before they have had time to process and respond to the first question. This does not promote their developing language skills.
- The childminder encourages positive behaviour. For example, she praises children's achievements, saying 'well done' when children share the toys and work together to tidy up. She is quick to respond and offer support for any small disagreements, encouraging the children to work together to achieve what they want to do.
- Children enjoy playing in the garden, where they develop their physical skills. They run about, negotiating space, watching the water as they pour it down the

drainpipes. Children go on regular trips to the local parks and get plenty of fresh air. The childminder provides fresh drinking water, allowing the children to understand good drinking habits.

- The experienced childminder has a good understanding of the early years curriculum and how young children learn. She makes assessments of children's starting points and plans effective next steps. Overall, the childminder's interactions with children support their learning. However, sometimes, the childminder is overly attentive. This prevents children from being curious and exploring things for themselves, impacting on their independent play.
- The childminder has developed professional working relationships with local settings and other agencies, such as speech and language therapists. Some children share their time between the childminder and the other settings. The childminder ensures that these settings receive regular reports for each child. This ensures they work collaboratively with the child's next steps.
- The childminder keeps her knowledge up to date through relevant training. She shares ideas and advice with her assistant and other childminders. The childminder is dedicated to her work and committed to providing a quality service for the children in her care.
- The childminder supports her assistant's continuous development. Regular supervision and training help improve her ongoing knowledge of child development. The assistant reflects on her practice and attends training courses to further develop early language skills. The childminder shares her action plans, and together they strive to improve outcomes for all the children in their setting.

Safeguarding

The arrangements for safeguarding are effective.

Children's safety and well-being are given the highest priority. Both the childminder and assistant attend regular safeguarding training to keep their knowledge up to date. They are confident in spotting signs and symptoms of abuse and neglect and know the process for reporting these concerns if they suspect any child is being abused. The childminder is familiar with which agencies to consult to support children who may be at risk. Robust daily risk assessments are carried out to ensure the children are free from harm.

What does the setting need to do to improve?

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

- allow time for children to process and respond to questions to support their developing language skills and critical thinking
- provide more opportunities for young children to play independently and uninterrupted where they can choose their own learning.

Setting details

Unique reference number	2568074
Local authority	Stockport
Inspection number	10232969
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 5
Total number of places	6
Number of children on roll	8
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2020. She lives in the Heaton Chapel area of Stockport. The childminding provision is open all year round from 7am to 5.30pm, Monday to Friday except for bank holidays and family holidays. The childminder works with a co-childminder and an assistant. The childminder holds a relevant early years qualification at level 3.

Information about this inspection

Inspector

Jason Holmes

Inspection activities

- 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 provider and has taken that into account in their evaluation of the provider.
- The inspector discussed how the childminder outlines their intentions for children's learning.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The childminder showed the inspector the premises and discussed how they ensure it is safe and suitable.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector spoke to children and took into account the views of parents.

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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