

Childminder report

Inspection date: 4 October 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 are growing in confidence and self-belief. The childminder offers lots of praise and positive encouragement and creates a supportive environment for children to play in. This supports children to believe that they can do things for themselves and helps them to feel safe in the childminder's care. The childminder has high expectations of children. She encourages them to chop up their own fruit and pour their own drinks, which helps them to develop some of the skills they will need for future learning. Children are happy in the childminder's care. They enjoy cuddles and benefit from the warm relationships established by the caring childminder.

Children behave very well and have positive attitudes to learning. They make good progress in their learning and development. Children know what they want to do and ask the childminder if they can undertake certain activities, for example when they want to play outdoors. Children benefit from being listened to and the childminder follows their interests. For example, children have a love of cars and trains, and the childminder uses this interest to engage children in a wide range of activities, such as sand play.

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

- The childminder offers a wide range of experiences for children to develop their fine motor skills. For example, they thread conkers onto string, use scissors and make marks with chalk on the floor outside. These experiences provide children with opportunities to build their hand-to-eye coordination in preparation for early writing.
- Children are developing a sense of belonging. For example, the childminder uses family photos to talk with children about who they are and the family they belong to. This helps children to feel valued and develop a sense of identity.
- The childminder introduces new language to children. For instance, she talks about 'squishing' dough and the meaning of the word 'magnificent', which they read in a book. This allows children to hear and use a good range of vocabulary. However, occasionally, the childminder uses 'baby words' rather than the correct names for things, and she sometimes asks children too many closed questions about numbers and colours. This does not always help children to extend their ideas and thoughts.
- Children show a fascination with large numbers. For instance, children have numbers embedded in most activities and can recognise large numbers, such as 38. Children are confident in using their mathematical skills when recognising numerals and use number names and number language in their play.
- The childminder is committed to undertaking professional development so that she can improve the service she offers to children and their families. She is

passionate and seeks external feedback on her service as well as undertaking training. For example, she undertook training to help her improve her understanding of self-regulation. As a result of the training, the childminder has introduced a sensory basket and a range of materials to help children understand their emotions. This has helped children to be more aware of how they might be feeling.

- The childminder works effectively with professionals and other settings that children attend. She builds effective partnerships and works with others to understand children's individual needs. This contributes towards ensuring there is a consistent approach to meeting the care and education needs of children.
- The childminder builds strong relationships with parents. She suggests things that children might do at home, such as feeding themselves and counting the stairs. This supports children and families to continue their learning and development at home. Parents comment on how happy they are with the service the childminder provides.
- The childminder purposefully plans activities that support children to engage in experiences they have not participated in before. For example, children engage in role play, learn about sushi and take trips on trains and buses. This helps them to expand their knowledge about the world around them.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good knowledge and understanding of the signs and symptoms of abuse, and she understands the possible indicators of female genital mutilation. This good knowledge means she is able to respond quickly if any concerns arise about children she cares for. The childminder is clear on the procedure to follow if there are any safeguarding risks and has gathered contact and referral information from each local authority in which children live. This helps to ensure that she can easily report any concerns if the need occurs. The childminder creates a safe environment for children to play in.

What does the setting need to do to improve?

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

- consider how to use questioning more effectively and model the correct vocabulary to support children to develop their ideas further.

Setting details

Unique reference number	2592355
Local authority	Stockport
Inspection number	10251280
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 4
Total number of places	6
Number of children on roll	4
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2020 and lives in Stockport. She operates from 7.30am until 5pm, Monday to Friday, all year round, apart from family holidays and bank holidays.

Information about this inspection

Inspector

Joanne Ryan

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 childminder and has taken that into account in their evaluation of the setting.
- The childminder showed the inspector the premises and discussed how they ensure it is safe and suitable.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- The inspector observed the interactions between the childminder and children.
- Children spoke to the inspector during the inspection.
- 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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