

Childminder report

Inspection date:

4 October 2022

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Not applicable

What is it like to attend this early years setting?

The provision requires improvement

Behaviour is a factor that impacts upon children's learning at the childminder's. The frequent need to manage children's behaviour means there is often little time left for teaching and learning. The childminder does not set the highest expectations for children's behaviour. Children do not always know what is expected of them. This means that they do not always demonstrate positive behaviour. Children's attitudes towards learning, however, are good and they are happy and safe with the childminder.

Children eagerly join in with games and activities. They develop their fine motor skills as they build towers and pretend to cook food. Children freely access the resources on offer. They develop their imaginations as they put on different costumes. Children go outside every day, often to the local park, where they develop their physical skills. They collect autumn leaves and berries, eagerly awaiting the autumn painting they will be doing later in the afternoon. Children join in with songs throughout the day, which helps to support their understanding of daily routines.

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

- The childminder does not quickly identify concerns about children's progress and take steps to address them. This means that, at times, children struggle in the childminder's environment. She is hesitant to work in partnership with other agencies to support children who may need additional support. This means there is a lack of support for some children's needs.
- The childminder plans activities that help children to meet their next steps. She knows where children are up to in their learning. She has a good understanding of child development and how to help children make progress in their learning over time. However, not all children make the best progress that they are capable of, as the childminder focuses her attention on managing behaviour.
- Support for children's communication and language is good. The childminder narrates everything she does and repeats key words for children to copy. She uses stories and songs to help extend children's vocabulary. This helps children, including those who speak English as an additional language, to develop a good level of communication.
- At times, behaviour management strategies that the childminder uses are not effective. For example, when children take toys from one another. Although the childminder explains to children that this behaviour is not appropriate, they repeat the behaviour. This shows that children do not fully understand what is expected of them. Children have not yet learned how to consistently follow the rules. Some children show concern about the behaviour of others, which contributes to them not feeling completely secure in their surroundings.

- The childminder has started to teach children about emotions. Children sit together in a circle to look at stuffed animals that show different facial expressions. They practise making faces themselves. Children sing songs about different feelings and talk about what might make them feel happy or sad. They are just beginning to understand their own feelings and how to manage them.
- Children learn to develop their independence skills. For example, they wash their hands skilfully as they sing the handwashing song. This supports children's personal development and their emerging self-care skills.
- The childminder has positive relationships with children. They seek comfort from her and she readily offers cuddles. The children have strong bonds with the childminder and are eager to involve her in their play. They ask her to read stories to them. Children feel comfortable asking the childminder for help.
- The childminder attends training to help keep her knowledge and skills up to date. For example, the childminder has recently taken part in courses on supporting children's transitions to school and supporting communication and language. This helps to ensure her practice is always improving.
- Parents are happy with the communication they receive. They particularly value the weekly observations and photos the childminder sends them. This helps parents to understand what their children have been learning with the childminder, so that they can continue and extend this at home.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of different types of abuse and what signs she is alert to. She knows how to report any concerns she has. She has knowledge of the 'Prevent' duty and female genital mutilation and remains vigilant at all times. The childminder attends regular training to help keep her safeguarding knowledge up to date. She provides a secure space for children to play, both inside and outside, and is aware of how to minimise risks in the environment.

What does the setting need to do to improve?

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

- ensure that any concerns regarding children's development are followed up without delay
- initiate partnership working and begin to work alongside other agencies to support children
- evaluate the effectiveness of behaviour management strategies in order to support children's unique needs
- reinforce the boundaries, so that children know what behaviour is expected of them at all times.

Setting details

Unique reference number	2595146
Local authority	Stockport
Inspection number	10251363
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	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 Monday to Friday, from 7.30am until 5pm all year around, with the exception of family holidays. The childminder has a level 3 qualification in childcare.

Information about this inspection

Inspector

Amanda Richards

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 provision.
- The childminder and inspector completed a learning walk together and discussed the early years curriculum.
- Children communicated with the inspector during the inspection.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- Parents shared their views with the inspector.
- The inspector carried out a joint observation with the childminder.
- 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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