

# Childminder report

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Inspection date:

16 December 2022

**The quality and  
standards of early  
years provision**

**This  
inspection**

**Met**

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Previous  
inspection

Not applicable

## Summary of key findings

### This provision meets requirements

- The childminder has a secure knowledge and understanding of the learning and development requirements of the early years foundation stage. She explains, the importance of children learning through play. The childminder is able to describe the skills children need to acquire from an early age. She is confident in her plans to help prepare children for the next stage in their education.
- The childminder is able to describe how she will provide foundations for children's future learning. She intends to support children to become independent and prepare them for school. The childminder explains how she will assess and monitor children's learning. She will ensure early support is obtained to address any delays that may occur in children's progress.
- Children's safety is a priority for the childminder, her home is safe and suitable for childminding purposes. The childminder is clear that keeping children safe is her responsibility. She confidently describes various types of child abuse, such as neglect and radicalisation. She has a very clear understanding of how to report any concerns about children's safety. There are clear procedures in place to follow if an allegation is made against an adult. This helps to ensure children are safe in her care.
- Children will have access to calm spaces to play and read. Books, relaxation and enjoyment are priorities for the childminder. There are opportunities for children to explore and access a varied curriculum. Children will engage in activities such as recycling, gardening and cooking, to learn to value the world in which they live. The childminder is committed to ensuring children learn about differences that exist in society. These activities are intended to help children develop respectful attitudes.
- The childminder is aware of the need to evaluate her practice to ensure continuous improvement. She accesses relevant training and continuously improves her knowledge through independent research. This helps her to have a knowledge of how children learn.
- Partnerships with parents are important to the childminder. She describes how she will exchange information with parents regarding children's progress. This will help to support parents to continue their child's learning at home.
- The childminder offers an inclusive service. She understands her role in supporting children who speak English as an additional language, and is able to describe the strategies that she would use to help children develop their early communication skills.

There were no children in the early years age range present when this inspection took place. The findings in this report are based on evidence gathered from discussions with those who care for the children and an inspection of the premises, equipment and relevant documentation. Where there are no early years children present, no judgement is made on the quality of the early years provision as there is no reliable evidence on which to assess its impact on children. The report states whether the provider continues to meet the requirements of registration.

## Setting details

|                                                    |                                                                                   |
|----------------------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>                     | 2612183                                                                           |
| <b>Local authority</b>                             | Stockport                                                                         |
| <b>Inspection number</b>                           | 10265069                                                                          |
| <b>Type of provision</b>                           | Childminder                                                                       |
| <b>Registers</b>                                   | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Day care type</b>                               | Childminder                                                                       |
| <b>Age range of children at time of inspection</b> | 6 to 10                                                                           |
| <b>Total number of places</b>                      | 6                                                                                 |
| <b>Number of children on roll</b>                  | 5                                                                                 |
| <b>Date of previous inspection</b>                 | Not applicable                                                                    |

## Information about this early years setting

The childminder registered in 2007 and lives in Stockport, Cheshire. She operates before and after school during term-time.

## Information about this inspection

### Inspector

Deborah Magee

### 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 the evaluation of the setting.
- The childminder discussed how she plans to organise the curriculum during a walk around her home.
- The inspector held discussions with childminder about how she seeks to gather the views of children and parents.
- The inspector looked at a sample of documentation, including evidence of the suitability of the childminder and her training.

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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