

Childminder report

Inspection date: 12 September 2023

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 settle quickly in the childminder's care. They have established positive relationships with the childminder. Children demonstrate that they feel safe and secure here. They behave well. Children listen carefully to the childminder's instructions and follow their directions. For example, children follow the childminder's instructions at tidy up time to understand where the resources belong.

Children benefit from a range of daily outings. They visit the airport, local parks and playgroups. The childminder meets with other childminders weekly so that children can socialise with bigger groups and different age ranges. Children have opportunities to grow their own raspberries and sunflowers in the childminder's garden. They learn how to look after plants and what they need to grow. This helps children learn about the life cycle of plants.

The childminder knows children well. She plans interesting activities using children's interests. This helps to motivate children into learning. For example, children enjoy painting their hands in different colours. They rub their hands together to discover the colour that has been made. The childminder has high expectations for all children. Children make good progress.

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

- The childminder creates a broad and balanced curriculum that meets the needs of the children attending. She takes into consideration the different experiences each child starts with. The childminder knows where children are up to in their development. She plans appropriate activities that help children make progress in their learning.
- The childminder provides opportunities that promote children's growing independence. Children put their puddle suits and wellington boots on to play outside. They butter their own wrap and chop fruit at lunchtime. Children are learning to manage their own personal hygiene. These opportunities help children to feel proud of the tasks they complete independently.
- Children's physical development is promoted well. Children have opportunities to climb and balance at local parks. They use scissors to make snips in play dough. Children manipulate play dough into different shapes by squeezing and squashing it together. This helps to develop children's large- and small-muscle movements.
- Children's behaviour is good. The childminder is a positive role model. She encourages children to use good manners and to share the toys and resources. The childminder provides children with positive praise and uses stickers to reward kind and helpful behaviour. This helps to build up children's self-esteem.

- The childminder teaches children about festivals that occur throughout the year. Children try foods from different cultures. However, children do not learn about the similarities and differences between themselves and others to extend their understanding of diversity.
- Parents praise the childminder for creating a loving and safe environment where children have fun. They are thankful for the range of outings the childminder takes children on. The childminder sends stories and activities home for parents to extend children's learning at home. However, she does not send information about children's development to other settings that the children attend to provide further continuity in children's learning.
- The childminder provides healthy and nutritious food for children. She teaches children about oral health and the foods that are good and bad for their teeth. The childminder ensures children have lots of opportunities to be physically active. This helps to promote a healthy lifestyle.
- The childminder accesses training to support her professional development. For example, she attends training to further support children with their language skills. The childminder teaches children Makaton to help them communicate with their grandparents. This helps to further develop children's communication skills.
- Children develop a love of books from a young age. They choose books they would like the childminder to read to them. Children enjoy lifting flaps in books and finding new information from non-fiction books. The childminder introduces new vocabulary as she sings songs, reads books and plays with children. This helps to extend children's vocabulary.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her role and responsibility in protecting children from the risk of harm. She knows the local referral procedures to follow if she has a concern about a child's welfare. The childminder attends regular safeguarding courses and accesses online training to keep her knowledge continuously updated. She understands her duty to be vigilant to possible indicators that a child or family may be at risk of being drawn into extremist behaviours. The childminder teaches children about road safety when they go on their daily outings. Children have opportunities to practise crossing roads safely.

What does the setting need to do to improve?

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

- build on children's understanding of diversity and the similarities and differences between themselves and others
- share information about children's development with other settings the children attend to provide further continuity in their learning.

Setting details

Unique reference number	2619752
Local authority	Stockport
Inspection number	10281037
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 7
Total number of places	6
Number of children on roll	6
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2021 and lives in Stockport. Her provision operates all year round from 7.30am to 5.30pm, Monday to Thursday, except for family holidays. The childminder holds a qualification at level 6.

Information about this inspection

Inspector

Olivia Barnes

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 areas of the premises used for childminding and discussed her intentions for children's learning.
- The inspector observed the quality of education during activities and assessed the impact this has on children's learning.
- The inspector took account of the written views of parents.
- The inspector reviewed the childminder's policies and procedures.
- The inspector observed the children and the childminder and spoke with them at appropriate times during the inspection.

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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