

Childminder report

Inspection date: 23 June 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 get a lovely start to their early education at this unique setting. The childminder strives to provide high-quality experiences that ignite children's natural curiosity and independence. Children spend a lot of time in the safe and stimulating outdoor area. They learn to grow fruits, vegetables and flowers and take ownership by watering them independently. Children have vast opportunities to develop their physical skills. They ride balance bicycles with confidence, use the trampoline and learn how to gain the momentum to move themselves when playing on the swing. They show determination when filling vessels with water from a tap and transporting them around the garden, demonstrating a great deal of control and strength for their age. Children are well prepared for the next stage in their learning.

The childminder and her assistant have high expectations for behaviour. The rules and boundaries are very clear and well implemented. Children understand what is expected of them and how their own behaviour affects their friends. They have learned about the importance of sharing, turn-taking and friendly behaviour. The childminder and her assistant are good role models and children instinctively copy them. They instil a culture of good manners and respectful behaviour. This helps children to learn about right and wrong from an early age.

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

- The childminder is very skilful and, overall, has a good understanding of the different ways that children learn. She uses her knowledge to plan a varied and ambitious curriculum that builds on children's prior learning. However, occasionally, she does not adapt adult-led activities and the directions she gives enough to help all children understand what they need to do. This means some children do not fully benefit from the learning experience.
- The childminder has robust procedures in place for monitoring children's development and identifying what they need to learn next. This helps her to swiftly address any gaps in learning and target her planning to support children's individual needs. All children, including children with special educational needs and/or disabilities and children who speak English as an additional language, are making good progress.
- Communication and language development is a strength at the setting. Children have lots of opportunities to engage in back-and-forth conversations and hear new words, such as 'aubergine' and 'apricot'. The childminder uses additional screening tools to help her monitor children's communication development more closely. This helps her to seek support for children who may be at risk of falling behind.
- Children demonstrate persistence and resilience when learning to use the

scissors. They concentrate intently as they carefully negotiate their finger positions. The childminder supports children with hand-over-hand guidance, when necessary, to help them succeed. This motivates children and boosts their confidence and self-esteem.

- The childminder teaches children about different cultures and beliefs in unique ways. Parents visit the setting to teach children about clothing which is specific to their culture. Children play games that encourage them to explore the similarities and differences between themselves and their friends. This helps children to understand about people who are different from themselves and prepares them for life in modern Britain.
- Children enjoy taking part in activities that help them to understand about healthy foods. They explore the differences between healthy and unhealthy and remember what they learned at the dentist. Children comment that, 'Eating a lot of chocolate will not make them big and strong, but eating a lot of fruits and vegetables will.' They are learning to make good choices, which contributes to their overall good health.
- Partnership working with parents is strong. The childminder collects information from parents about children's development when they first start, to help inform her planning. She keeps parents up to date with children's next steps and how they can extend these at home. The two-way flow of information helps to ensure consistency and continuity in children's care and learning.
- The childminder has implemented a strong programme of professional development for herself and her assistant. They both complete mandatory training, along with additional training based on children's needs, to improve their skills and knowledge further. This ensures that children receive a consistently high-quality education.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant have a secure knowledge and understanding of their responsibility to keep children safe from harm. They know the signs and symptoms of abuse and what might indicate children are at risk. The assistant understands how to refer concerns beyond the childminder if necessary. The childminder knows how to respond to any allegations against herself or members of her household. She has robust recruitment procedures in place to check the suitability of people employed.

What does the setting need to do to improve?

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

- adapt adult-led activities and directions given further so that all children understand what to do and benefit fully from the learning experience.

Setting details

Unique reference number	2625926
Local authority	Stockport
Inspection number	10295618
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	1 to 4
Total number of places	18
Number of children on roll	15
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2021 and lives in Cheadle. Her provision operates all year round, from 8am to 5pm, Monday to Friday, except for family holidays. The childminder holds qualified teacher status. She works with two assistants. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Kayte Farrell

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 gave the inspector a tour of the areas used for childminding and discussed how the curriculum is planned and implemented.
- The inspector observed the quality of education, indoors and outdoors, and evaluated the impact on children's learning.
- Discussions were held with the childminder, assistant, parents and children at appropriate times throughout the inspection. Written feedback from parents was considered.
- Leadership and management discussions were held with the childminder throughout the inspection. The inspector checked documents relating to the suitability of people living and working on the premises. They checked qualification certificates and paediatric first-aid certificates.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2023