

# Childminder report

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Inspection date: 24 April 2023

|                                              |                |
|----------------------------------------------|----------------|
| <b>Overall effectiveness</b>                 | <b>Good</b>    |
| The quality of education                     | <b>Good</b>    |
| Behaviour and attitudes                      | <b>Good</b>    |
| Personal development                         | <b>Good</b>    |
| Leadership and management                    | <b>Good</b>    |
| Overall effectiveness at previous inspection | Not applicable |

## **What is it like to attend this early years setting?**

### **The provision is good**

Children are happy in the childminder's care. They benefit from being looked after by a caring and responsive childminder. For example, they seek cuddles if they get upset and the childminder helps them to think about what might be upsetting them. Children display high levels of confidence in the setting. For example, they talk about the things they want to do and how they want to do them. Children are able to complete tasks independently, supported by the childminder, who has high expectations of what they are able to achieve. For example, they put on their own shoes and coats and wash their own hands.

Children are curious and demonstrate positive attitudes to learning. For example, they explore in the mud as they plant seeds and consider what they need to do to help the plants grow. Children use a breadth of language in order to clarify their thinking and ideas. They are supported by a skilled childminder who supports children's communication and language skills effectively. For example, she uses repetitive language for younger children and asks questions that help to promote thinking for older children.

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

- The childminder makes close observations of children so that she can identify what children are able to do and what they need to learn next. She uses this information well to help her meet their care and education needs. This helps children to make good progress in their learning and development and provides children who need extra support with the help that they need.
- Children are developing their knowledge and understanding of the world around them. For example, children care for caterpillars and observe them as they grow into butterflies. This supports children to make observations of living things and think about change over time.
- The childminder works effectively with other professionals. For example, she agrees specific methods of support for children who attend other settings. This creates a consistent approach to meeting the individual needs of children.
- Children develop muscles in their hands to help them with early writing skills. For example, they use chalk to make marks on the floor outdoors and drawing utensils to draw pictures indoors. This supports younger children to understand about cause and effect as they make marks and older children to form letters correctly.
- The childminder offers children lots of praise and encouragement. This supports children in developing their self-belief. However, there are occasions when some expectations of children are not made clear. For example, children are asked to get an item for a younger child, but it is not clear who is to get the item. This means that, on these occasions, children become upset as they are not fully sure

what is expected of them.

- The childminder brings mathematics into children's everyday play. For example, children estimate how many seeds they have planted and count items when reading a story. This helps children to learn a range of mathematical concepts.
- Partnerships with parents are strong. The childminder builds a good knowledge and understanding of each family and uses this information to help understand the uniqueness of each child. This supports children to feel included in the setting.
- The childminder is reflective and thinks about ways in which she can improve her practice. She attends regular training to help her develop her teaching skills. Such training has helped her to improve her curriculum for communication and language. The childminder's commitment to improving her practice helps her to maintain a good level of service for children and their families.
- Children benefit from experiences outdoors in the childminder's garden and in the local community. For example, they go on walks around the local duck pond and play in the well-resourced garden. This helps children to have good opportunities for exercise and fresh air and contributes towards a healthy lifestyle.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good knowledge and understanding of the signs and symptoms of abuse. This helps her to identify any concerns which may arise. The childminder is clear about what to do if any safeguarding concerns do arise. The childminder understands the procedure to follow if there is an allegation against herself or a member of her family. The childminder has considered potential risks for children and ways in which she can reduce such risks. For example, she has thought about how to safely build a relationship between the children and her new puppy.

## What does the setting need to do to improve?

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

- enhance the support offered to children so that they are always fully clear on what is expected from them to help them play cooperatively with others.

## Setting details

|                                                    |                                                                                   |
|----------------------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>                     | 2626888                                                                           |
| <b>Local authority</b>                             | Stockport                                                                         |
| <b>Inspection number</b>                           | 10285302                                                                          |
| <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> | 1 to 7                                                                            |
| <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 2021 and lives in Stockport. She operates all year round, from 7.30am to 6pm, Monday to Friday, with the exception of bank holidays and family holidays. The childminder holds a relevant childcare qualification at level 3. The childminder is in receipt of funding for the early education of children aged three years.

## 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 childminder.
- 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.
- Children spoke to the inspector during the inspection.
- The inspector observed the interactions between the childminder and children.
- 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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