

Childminder report

Inspection date: 15 April 2024

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 show that they feel secure and happy in the company of the experienced childminder. This sets the scene for their deep engagement in extended periods of self-motivated play and learning. The childminder skilfully implements her intention to promote children's independence and confidence as they grow. She encourages, notices and praises children's effort and achievement. Toddlers show determination as they learn to chop bananas. Older children safely apply their more advanced cutting skills to apples. Children work, step-by-step, towards the goals that help them to be ready start school. Pre-school children show obvious pride in being allowed to visit the toilet by themselves.

Children copy the childminder's kind and patient manner. This helps to promote a calm, positive atmosphere. Older children show toddlers what to do and then offer to help them. Children follow rules that help to keep them safe. For example, they stay seated at the table until everyone has finished eating. This helps to prevent incidents of choking. Parents and carers say that they feel well informed about events at the childminder's provision. They particularly praise the updates that they receive via an online app. The childminder shows that she understands how to protect everyone's personal information.

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

- The childminder completes training and applies her learning to her practice. This is demonstrated by a playroom equipped with well-chosen resources, that children and the childminder adapt to inventive, open-ended play. The childminder refreshed her knowledge about promoting the safety of sleeping children. This helps her to follow safety guidance even more rigorously.
- The childminder sequences children's learning effectively. Children eagerly gather to join in with rhyme time. They all follow the familiar routine and take turns to choose a 'rhyme toy' from the bag. Toddlers concentrate really hard on learning the words and doing the actions. This promotes their early speech and physical development. Pre-school children ably lead the activity. This promotes their leadership skills and confidence.
- The childminder uses every situation to extend children's knowledge. Children excitedly watch and listen to a heavy storm as it batters the conservatory roof and covers the garden. They find out that the little pieces of ice are called hailstones. Children learn to identify common birds. When the childminder cannot remember what one of the birds is called, she says she will look for it in the book. Children, therefore, learn ways to find out information.
- Children's lively, informative conversations with the childminder help them to rapidly expand their meaningful vocabulary. Toddlers say 'bouncing' in time to their energetic bounces on the little trampoline. They hear a dog barking nearby,

then say 'doggie' and correctly imitate the sound. Children learn words that demonstrate their knowledge of mathematical concepts. Older children know which plant pot is medium sized.

- The childminder works in partnership with other professionals to advance children's learning and promote their well-being. When children have special educational needs and/or disabilities, the childminder incorporates information from specialist professionals into her curriculum. All children make good progress from their starting points.
- The childminder takes children on outings that enrich their play and learning. For example, they gather tree blossom and learn about seasonal changes. However, on occasion, the childminder focuses really well on the presentation of adult-led activities but less well on preparing the children for what she wants them to learn. Children's eagerness to start the activity takes up the childminder's attention and hinders her focus on their learning.
- The childminder serves varied, nutritious food to children. She helps them to understand how to balance their diet across the day. This promotes children's healthy attitude to food as they grow. The childminder knows which children are allergic to particular foods and agrees with parents how to manage this. This helps her to keep children safe.
- Children develop habits that promote their good health. They wash their hands before they eat and learn that this helps to prevent tummy ache. The childminder teaches children about oral health. They take part in activities that help them to understand the importance of cleaning their teeth.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- strengthen techniques for preparing children to participate in adult-led activities, in order to make the most of their enthusiasm and readiness to learn.

Setting details

Unique reference number	2660563
Local authority	Stockport
Inspection number	10333086
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	12
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 Cheadle. Her provision operates all year round, from 7.30am to 5pm, Monday to Thursday, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Susan King

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 and the inspector discussed the childminder's intentions for her curriculum. They evaluated examples of children's learning.
- The inspector observed interactions between the childminder and the children. She spoke with and listened to children.
- The inspector read written feedback from parents. She took account of their views.
- Documents used in the childminder's provision were sampled and evaluated by the inspector.

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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