

Childminder report

Inspection date: 20 August 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 are happy and settled in the childminder's warm and welcoming home. Her caring and nurturing manner is reflected in the confidence and contentment children show. Children settle quickly and become deeply engrossed in meaningful activities. The childminder creates a stimulating environment that sparks children's curiosity and sense of exploration. As a result, children have a sense of belonging and are ready to learn from the experiences on offer.

The childminder's curriculum is planned around her observations of children's progress and what they need to learn next. This supports children to consolidate their previous learning and helps to ensure that they continue to make good progress. Children are at the heart of the childminder's curriculum. The childminder plans activities around their interests. Children often extend their own learning as they take the lead and make choices in their play. For example, when children play outside they add their own objects such as shells to the water and pretend they are at the beach. This helps children to develop their imaginative skills.

The childminder has high expectations of children and manages their behaviour effectively. She promotes a positive, respectful environment. The childminder provides regular encouragement and praise for children's achievements. She encourages children to take turns and to persevere when challenges occur. This helps to support children's emotional resilience and strengthens their social interactions.

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

- The childminder skilfully uses the daily routine to help promote children's mathematical development. For example, children count the bowls with the childminder at snack time and tell her what colour they have. The childminder encourages children to count out loud and uses mathematical language, such as 'more' and 'less'. This helps children to develop their mathematical understanding as they play.
- Children immerse themselves in imaginative role play. For example, they make a bus out of chairs as they pretend to go on a trip to the zoo. They talk about safety of the seat belts and imagine seeing different animals out of the window. This encourages children to recall past events, which helps the childminder to build upon children's prior learning effectively.
- The childminder prioritises children's speech and language skills effectively. She helps them become confident communicators. The childminder talks and models language in a way that encourages children to repeat and learn new words. For example, during songs and story time, the childminder gives children props that relate to the story. This helps increase their understanding as they make links

between objects and words. Opportunities such as these help all children to make good progress in their communication and language development.

- The childminder knows the children in her care well. She monitors their progress and uses her knowledge of what they know to support her in planning for children's next steps. During activities that children choose for themselves, the childminder follows children's developing interests. She extends their learning through skilful interaction. However, during planned, adult-led activities, the childminder does not always differentiate her expectations for the varying abilities of the children in the group. This sometimes means that the youngest children lose interest and wander off.
- Children develop good self-care skills around personal hygiene and have a good understanding of healthy lifestyles. They enjoy freshly cooked nutritious meals and snacks each day and develop good levels of independence during activities. For example, children learn to put on their own shoes when they go out to play and help to tidy up the toys after they finish playing. This supports children's confidence and self-esteem.
- The childminder reflects on the quality of service she provides. She has a clear vision for her setting and strives to deliver high-quality care and education. The childminder finds inspiration and support in the effective links she has built with other childminders in the local community. She completes regular and relevant training to keep her knowledge current. This helps her to continually enhance her knowledge and skills.
- Children benefit from opportunities to gain their confidence in a variety of social settings and to make new friends. The childminder is conscious of providing the older children with opportunities to enhance their personal and social skills in readiness for school, when the time comes. She takes children to groups in the local community where children engage in enjoyable activities with others. This helps to build children's confidence and self-esteem in a variety of social situations.
- Partnerships with parents are strong. Parents report that children are happy and settle quickly in the 'safe and stimulating' environment provided. The childminder shares regular information with parents about what children have been learning and the progress they are making. In addition, she provides parents with information about how to support children's learning at home. This helps to ensure a consistent approach to children's learning and development.

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:

- consistently implement group learning opportunities that take account of children's stage of development so that all children remain engaged and benefit fully from these learning opportunities.

Setting details

Unique reference number	2663931
Local authority	Stockport
Inspection number	10350578
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	2 to 3
Total number of places	3
Number of children on roll	3
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2022 and lives in Cheadle, Stockport. She operates all year round from 9am to 6pm, Monday to Friday, except bank holidays and family holidays. The childminder holds a relevant qualification at level 3.

Information about this inspection

Inspector

Liz Thomson

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 and the inspector discussed how the childminder organises her early years setting, including the aims and rationale for the curriculum.
- The inspector completed a joint evaluation of an activity with the childminder.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The inspector took account of the views of parents from the written feedback provided.

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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