

Childminder report

Inspection date: 7 June 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

The childminder creates a nurturing environment, where children's care and well-being are at the centre of her practice. She offers exciting experiences for children, both indoors and outdoors. Children show delight when playing in the garden. For instance, children chuckle when hunting for minibeasts in a tuff tray. They are supported to learn through these first-hand experiences. For example, following the children's interest in the story of 'The Very Hungry Caterpillar', the childminder has used real caterpillars so that children can watch their change. As a result, children are becoming curious learners. The childminding team continually chat to children and give explanations as they explore. Children receive praise and encouragement from adults, who reward them well for all their efforts. For example, adults cheer when children speak in full sentences for the first time. This helps children to become confident communicators.

The childminder places stories and books at the heart of the curriculum. Children learn how to handle books with care. They enthusiastically turn pages and point to things that take their interest. The childminder encourages children to tell the story themselves. They repeat back familiar phrases from the story. This supports children to expand their imagination and their early reading skills.

Mealtimes are a social occasion. Children are supported to share and take turns as they talk and listen to their friends. They demonstrate good table manners and say please and thank you as they choose healthy snacks. As a result, children build positive relationships and develop good social skills. They have fun and enjoy the time they spend in the childminding setting.

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

- Children's thoughts and feelings are highly valued. The childminder talks to older children about what they are going to do and what they are doing during activities. She invites children to ask and answer questions. For example, when children ask why babies have crinkly skin, she encourages them to think when and how their skin gets crinkly. This helps children to be critical thinkers and solve problems.
- The childminder plans activities around children's learning needs and alters them to suit different age groups. However, at times, the older children dominate play and routines. The childminder does not make sure that younger children are engaged as fully as possible. As result, younger children are not consistently supported to achieve their maximum potential.
- The childminder helps children to gain a strong sense of belonging. Children point to photos and name their family. Older children recall what they were doing when the photo was taken. Additionally, children visit their local

community hub to participate in music and movement with the elderly members. Children have exciting opportunities to broaden their understanding of the people and world around them.

- The childminder promotes the importance of how to follow good hygiene routines. She makes sure that all children wash their hands before and after mealtimes. Older children are praised for managing their self-care independently. Children are developing an awareness of ways to help them be healthy.
- Mathematics is woven into every opportunity during children's play. The childminder models the use of mathematical language in relation to size and shape. For instance, she supports children to make big and small play dough shapes. Children also see adults model how to count for a purpose, such as counting how many ink stamps are missing when they tidy up. This helps to develop children's early mathematical skills.
- Children thoroughly enjoy choosing what they would like to do. However, the childminder does not consistently use her own time or that of her assistant to focus fully on children's learning needs in between planned activities. On occasion, both adults are simultaneously engaged in tasks such as preparing snacks and changing nappies. As a result, children become restless as they wait for extended periods of time to move on to the next part of their play.
- Parents talk of the childminder as going 'above and beyond' to give children wonderful adventures. They welcome regular updates about their children's next steps. They value ideas for home learning, such as behaviour top tips. This has helped parents to enhance their children's early learning. Parents appreciate how much progress their children have made from their starting points.
- The childminder is committed to furthering her knowledge and learning from others. The childminder makes effective use of training for herself and her assistant. For instance, they have enhanced their safe sleep practices after completing specialised training. This helps to keep children safe.

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:

- identify ways to better support younger children to consistently engage in planned activities to help them to achieve their maximum potential
- strengthen the deployment of adults to fully support children's learning needs in between activities.

Setting details

Unique reference number	2668613
Local authority	Stockport
Inspection number	10339477
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 8
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 2022 and lives in Stockport. She provides care on Monday, Tuesday, Thursday, Friday (closed on Wednesdays) term time and some holidays from 7.30am to 5.30pm. She receives funding to provide free early years education for two-, three- and four-year-old children. The childminder holds qualified teacher status. She works with an assistant, who also holds a qualification at level 3

Information about this inspection

Inspector
Sheron Kantor

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 provider.
- The childminder showed the inspector the areas of her home she uses for children, and talked about how she keeps children safe.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- Parents shared their views of the setting with the inspector in their written testimonials.
- The inspector looked at relevant documentation.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.

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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