

Childminder report

Inspection date: 26 November 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 learn by having fun with this dedicated childminder. They arrive happy and separate from parents with ease. The childminder ensures children can follow their own interests in the setting. They find favourite toys and enjoy playing alongside the childminder. Children enjoy lots of experiences outside of the setting. They watch planes take off as they picnic on parkland near the airport. Children learn to safely balance on logs and paddle in a nearby brook.

Children engage in play and learning and show pride in their achievements. They show they are developing positive attitudes towards their learning. Children make good progress through a curriculum that is ambitious for all children. The childminder has a good understanding of what each child knows and can do. She uses this to support them to reach their next steps. She provides a broad range of activities that help children to learn in all areas. Children create art work inspired by the light and colours of Diwali and Bonfire Night. The childminder prioritises development of children's speech and language. She has a good understanding of how this prime area underpins success in other areas. Children read, sing and dance throughout the day.

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

- The childminder has created a sequenced curriculum. For example, she supports younger children to roll dough to make the spots of a ladybird. This strengthens the muscles in their hands ready to use pencils. The childminder helps older children develop good control while using drawing materials as they attempt the outline of a ladybird. This helps them to further develop their small muscles ready for early writing. Children make good progress across their learning.
- Children enjoy engaging story times with the childminder. They repeat the new vocabulary they hear, ask questions about what they see and join in with familiar songs. Children visit the library regularly. They choose books independently before snuggling into the childminder's lap. This benefits children's learning in all areas and promotes an early interest in reading.
- The childminder has created an engaging learning environment to support her curriculum. Children listen carefully to instructions on how to move around the room as they play 'the floor is lava'. They excitedly pull pictures from a 'magic bag' to choose what song they will sing. As a result, children are well motivated to learn.
- The childminder uses assessment effectively to support children's future learning. She carries out regular reviews of children's learning in all areas. She shares these reviews with parents to enable them to continue children's learning at home. The childminder uses several methods of assessment to ensure children are making good progress. This thorough use of assessment ensures

she can identify and close any gaps in learning.

- The childminder shows some awareness of how to promote positive behaviour. She knows the children well. The childminder helps children to talk about their emotions and understand the consequences of their actions to help them understand why rules are in place. However, the childminder does not always use these strategies consistently in her practice. As a result, children do not always understand what behaviour is expected of them.
- The childminder supervises children while they are eating. However, she does not always give consistent messages or talk to children about making healthy choices when eating. The childminder does not consistently provide a varied diet. At times, the childminder does not encourage children to sit down to eat their food properly. As a result, children do not always learn to keep themselves healthy.
- In the main, the childminder is reflective about her practice. She identifies some areas for improvement independently and takes action to improve these. She shares good practice among a network of local childminders. However, the childminder has not fully embedded improvements around interactions with children. For example, at times, she does not encourage children to think for themselves and problem solve.

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:

- promote positive behaviour management strategies consistently to support children to understand expectations of behaviour
- deliver consistent messages about healthy eating to promote children's understanding of how to keep themselves healthy
- enhance interactions with children to support them to think for themselves and problem solve.

Setting details

Unique reference number	2687157
Local authority	Stockport
Inspection number	10363673
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 5
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 the Cheadle area of Stockport. She operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a level 6 qualification in English Literature. The childminder provides government funded hours for children aged nine months to four years.

Information about this inspection

Inspector
Natalie Myatt

Inspection activities

- 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.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- The inspector spoke to several parents during the inspection and took account of their views.

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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