

Childminder report

Inspection date: 7 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

The childminder places a great importance on enhancing children's emotional well-being. She has a calm and caring approach with children. Children are happy and safe in her care. The childminder gets to know children and their families well. She finds out about the things children like to do and builds on these ideas in her setting. Children settle quickly when they first start to attend, and they are engaged in their play. Children demonstrate positive attitudes to learning. They are keen to join in with the range of activities available to them. They enjoy exploring and investigating in the garden, pretending to make soup with leaves and sticks.

The childminder has high expectations of what children are capable of achieving. For example, the childminder and children look up information together about dung beetles, talking about what they like to eat and where they live. This helps children to develop their level of understanding. The childminder supports children well to know what is expected from them. When children tidy up after playing with toys, the childminder gives each child a specific task to undertake. Children listen and follow instructions very well.

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

- The childminder plans purposeful experiences to enhance children's personal, social and emotional skills. She takes children to playgroups where they have the opportunity to interact with others in larger groups. This contributes to children becoming confident in new situations and improves their social skills.
- The childminder implements an effective curriculum to enhance children's physical skills. Children use bikes in the garden and attend play centres. They are developing control of their bodies and using large physical movements to navigate equipment.
- The childminder enhances children's communication and language skills. She engages in conversations with children using a breadth of language. This helps children to become confident communicators.
- The childminder consistently supports children's good behaviour and builds their confidence and self-esteem. The childminder is a good role model and praises children for things they do well. She recalls with children when their pictures were displayed on the wall and what good work they had done. Children behave very well and are kind to each other.
- The childminder has established an effective curriculum for mathematics. Children look at numbers on syringes as they suck water up, and they talk about the cost of ice creams during role-play activities. This helps children to understand about number as part of daily practice.
- At times, the childminder is quick to explain to children information about the activity they are engaging in. For example, she tells them how they need to

manipulate dough and why dough might have become hard. This means children rely on the childminder to show them how to do things and they do not always think of solutions for themselves.

- The childminder offers children play experiences that help to develop their understanding of healthy lifestyles. Children enjoy playing 'doctors', where they take care of each other. They learn about what the body needs to stay healthy.
- The childminder is committed to providing a quality service to children and their families. She undertakes training to help her improve her practice. She is currently undertaking a relevant qualification that is developing her knowledge of child development. This helps the childminder to enhance her practice and the experiences she offers to children.
- The childminder works closely with parents. Parents describe the childminder as 'kind, calm and loving'. The childminder shares with parents information about the progress children have made in their learning and development. She shares helpful information about how parents can support children's learning at home. This enables children to benefit from a consistent approach to meeting their care and education needs.

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:

- help children to extend their thinking and come up with their own ideas and explanations.

Setting details

Unique reference number	2690125
Local authority	Stockport
Inspection number	10363667
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 10
Total number of places	6
Number of children on roll	14
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2022 and lives in the Cheadle area of Manchester. She operates all year round, from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder offers the government funded places for childcare.

Information about this inspection

Inspector

Joanne Ryan

Inspection activities

- The childminder showed the inspector the premises and discussed how they ensure that they are 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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
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