

Childminder report

Inspection date: 15 May 2025

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 offers a sensitive and caring environment that allows children to thrive. She plans a curriculum that encourages children to explore, experiment and learn. The childminder provides exciting activities that develop children's knowledge and skills. Children get on well together and bond through shared interests. The childminder is warm and welcoming. She has an excellent relationship with children, offering cuddles and comfort. Children run around, smile and giggle.

The childminder provides a dedicated playroom with lots of resources that children are able to choose from freely. She also uses her garden, which is filled with activities to encourage children's creativity and experimentation. For example, children use tools to break ice to rescue the toys frozen inside. This helps them to develop their problem-solving skills and strength in their hands. The childminder takes children to local playgroups and the library. They visit the local greengrocers, where the childminder encourages children to explore a variety of world foods and helps them to learn about other cultures.

The childminder manages children's personal care routines sensitively. She consistently promotes good manners, which children readily repeat. The childminder uses praise as a key tool to support children's behaviour as well as their learning and development. For example, she comments on children's good listening, speaking and behaviour.

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

- The childminder sets high expectations for children's behaviour. Those who are able to, listen to the childminder and respond to her instructions. The childminder uses a range of strategies to support children who struggle to understand or respond to verbal instructions. For example, she sensitively takes them by the hand and uses visual references to help support their understanding. This helps all children to feel included.
- The childminder promotes children's love of books and reading. She is expressive and engaging as she reads the story of 'The Very Hungry Caterpillar'. The childminder uses a toy caterpillar to help engage children. Children are delighted as the butterfly is revealed at the end of the story.
- The childminder provides good support for children with special educational needs and/or disabilities. She is skilled at adapting her practice and environment to meet children's needs. The childminder provides an inclusive environment that supports children with a wide range of needs to make the best possible progress.
- The childminder is vigilant about supervising children, particularly when they try new challenges, such as a new climbing frame. She cautiously allows children to

explore their own limits, poised and ready to help when needed. This allows children to take managed risks in their learning and develop a good understanding of their own abilities.

- The childminder promotes children's independence. For example, she encourages even the youngest children to wash their own hands. The childminder models how to chop fruit, and young children show skill when they chop their own fruit. This helps children to develop their independence skills.
- The childminder provides good support for children's communication and language development. She repeats key words and uses signs to help children to learn new words at a rapid pace. However, on occasion, the childminder does not allow children enough time to answer questions. For example, she asks children questions and very quickly answers for them. This means that children do not always have enough time to develop their critical thinking skills in order to answer themselves.
- Parents and carers are very happy with the provision. They particularly value the communication they receive about their children's progress in their learning. This supports parents to continue to develop their children's learning at home.
- The childminder undertakes a range of professional development, including all statutory training. She also completes a range of courses that help her to support the individual children she cares for. This helps the childminder to adapt her knowledge and skills to meet the needs of the children in her care.
- The childminder did not notify Ofsted of a recent name change. This is a requirement of her registration. However, there is no impact on children, and the childminder has taken immediate steps to rectify this. The childminder understands what must be notified to Ofsted in future.

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:

- develop strategies to allow children more time to think about how to answer questions.

Setting details

Unique reference number	2700401
Local authority	Stockport
Inspection number	10372454
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	1 to 2
Total number of places	6
Number of children on roll	4
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 5.30pm, Tuesday to Thursday, except for bank holidays and family holidays. The childminder provides government funded childcare.

Information about this inspection

Inspector

Amanda Richards

Inspection activities

- The childminder and inspector discussed the early years curriculum.
- Children communicated with the inspector during the inspection.
- The inspector talked to the childminder at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- Parents shared their views with the inspector.
- The inspector carried out a joint observation with the childminder.
- 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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