

Childminder report

Inspection date: 17 June 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 builds good relationships with the children in her care. She listens carefully to what they have to say and responds to them effectively. Children feel happy and are confident to explore and investigate. The childminder promotes children's physical well-being, such as through daily outdoor play and healthy meals. She gives younger children space to crawl around and encourages them to develop confidence in their physical abilities. The childminder takes children to the park and toddler groups, where they climb and use their large motor skills. Children develop their physical skills and enjoy being active.

The childminder provides a curriculum that is ambitious for every child. She adapts activities to meet the needs of children, such as using props and books to support their learning across all areas. Children make good progress in their learning and development based on their starting points in development. The childminder promotes children's positive attitudes to learning through engaging and purposeful activities. She encourages children to mix flour and water together and observe how they turn into dough. She promotes children's curiosity by adding in sensory experiences. Children are motivated and enjoy learning.

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

- The childminder uses training and professional development to help her enhance her teaching. For example, she attends webinars on safeguarding, enabling environments and cultural awareness. The childminder applies the knowledge she gains in her work with children. Children benefit from a knowledgeable and reflective childminder.
- The childminder supports children who speak English as an additional language effectively. She works collaboratively with parents and carers to support children's language development at home. The childminder builds children's English vocabulary through songs and stories. Children become confident in using both languages to explain their ideas.
- The childminder provides a good-quality education through a well-planned and engaging curriculum. She uses everyday experiences, such as shopping and cooking, to teach children mathematics, literacy and communication. This helps children to develop a broad range of skills and knowledge.
- The childminder does not consistently support children to manage their behaviour during conflicts. She is kind and caring towards children but does not consistently help them to understand how their actions might impact on others. This means that, sometimes, children struggle to regulate their emotions and find it difficult to resolve disputes independently.
- The childminder sequences her curriculum well to enhance children's communication and language skills. She engages in lots of conversations with

children, reads stories and narrates on real-life experiences. She uses a good range of language with children to extend their breadth of words. Children enjoy talking and develop good listening, understanding and speaking skills.

- The childminder supports children to develop their independence. She encourages children to butter their own toast and peel their own fruit. Children are competent at undertaking tasks for themselves and are confident in their own abilities.
- The childminder promotes life in modern Britain. She helps children to learn about a range of festivals, visits places of worship and uses books and role play to teach them about diversity. Children develop knowledge about the world around them and learn about how people are different.
- The childminder provides a rich curriculum for physical development. She supports children to climb ladders up to the slide and develops their fine motor skills through activities such as writing cards. This helps children to develop their coordination skills and body strength.
- The childminder builds good partnerships with parents. She shares updates about children's time in her care at the end of the day, sends photos of children playing and discusses children's next steps in learning with parents. Children benefit from consistent care and learning between home and the childminder.
- The childminder works well with other settings that children attend. She liaises with other professionals to align learning goals and shares progress checks. This helps children to receive consistent support across their learning environments.

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:

- strengthen support for children to manage their behaviour and resolve conflicts independently.

Setting details

Unique reference number	2712784
Local authority	Stockport
Inspection number	10392214
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 4
Total number of places	6
Number of children on roll	5
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2023 and lives in Manchester. She operates all year round, from 7.30am to 5pm, Monday to Friday, with the exception of family holidays. The childminder holds an early years qualification at level 3. She provides government funded childcare.

Information about this inspection

Inspector

Joanne Ryan

Inspection activities

- The childminder showed the inspector around the premises and discussed how she ensures that they are safe and suitable.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their curriculum.
- 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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