

Childminder report

Inspection date: 24 February 2020

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

The childminder has a warm and caring nature. Strong relationships between the children and the childminder are evident. Children demonstrate a caring and positive attitude towards the childminder and each another. For example, children tidy up without being prompted and ask the childminder if they can help her to make snack. The childminder supports children's emotional well-being, and children feel safe and secure.

Children are immersed in a language-rich environment. The childminder models language well and gives numerous opportunities for children to build on their vocabulary. For example, when children are pretending to be a vet, the childminder introduces the word 'stethoscope'. She listens well to children and gives them time to respond to her questions. For instance, they discuss what to do with the stethoscope and children know it is to listen to your heart.

The childminder is a good role model and children's behaviour is good. She has high expectations for behaviour and children follow rules and boundaries well. The childminder offers children lots of praise and encouragement and supports children to share and take turns. Children are developing confidence and independence successfully. They are gaining the required skills to be prepared for the next stage of learning and eventual move to school.

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

- The childminder provides many opportunities for children to be physically active. For example, she takes them to the park where they can climb, run, jump and explore. The childminder completes risk assessments on outings to ensure children remain safe.
- Parents are regularly kept up-to-date with children's learning and development. They are very complimentary of the good-quality setting that the childminder provides. Parents state, 'She always encourages good behaviour, kindness and compassion.' However, the childminder has not fully explored different ways to involve parents more effectively in their child's learning within the setting or at home.
- Children freely access a wide variety of materials which help to support their literacy and creativity. The childminder ensures that mark making and creative materials are readily available. For example, children discover what happens when they mix paint together. They show great delight when they recognise the colours of the rainbow.
- The childminder weaves mathematics naturally into the daily routine. She lets children choose activities and extends their learning as they play. The childminder introduces simple mathematical concepts of size, shape and colour.

They then practise their early counting skills as they count the candles on the birthday cake.

- Children learn about healthy lifestyles. The childminder provides healthy snacks, and children learn the importance of having fruit and vegetables in their diet. They explore the fruits using their senses as they prepare them for snack time. Children develop the muscles in their hands while they peel oranges and slice the fruit carefully.
- The childminder provides a curriculum that covers all areas of learning. She assesses children's progress and identifies next steps in children's learning well. The childminder understands child development and plans activities to support any possible gaps in learning that need additional focus. A flexible approach is applied by the childminder when teaching children. The childminder differentiates well for children's various ages and abilities. For example, some children make rainbow prints while others simply explore the feel of the paint. She is aware of the importance of sharing information with other settings that children attend. However, the childminder has not fully considered ways to strengthen these partnerships. A more consistent approach would further support continuity of children's learning.
- Children develop a positive view of diversity and learn to respect others. The childminder enhances children's understanding of similarities and differences. This is attained by offering a wide range of diverse resources within the setting and many outings within the local community. For example, they learn about the wider world as they visit local parks, nature reserves and toddler groups. Children learn about different festivals and attend the local library to learn about other cultures.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her responsibility to keep children safe from harm. She knows how to identify signs and symptoms of abuse and neglect. The childminder knows who to contact if there is an allegation made against herself or a member of the household. She keeps herself up to date with changes in legislation and is aware of wider safeguarding concerns, including issues around county lines, extremism and radicalisation.

What does the setting need to do to improve?

To further improve the quality of the early years provision, the provider should:

- explore further ways of involving parents in their children's learning in the setting and at home
- strengthen partnership working with other settings that children attend, to promote a more consistent approach to maximising children's learning

experiences.

Setting details

Unique reference number	306640
Local authority	Stockport
Inspection number	10072810
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	2 to 3
Total number of places	6
Number of children on roll	4
Date of previous inspection	17 May 2016

Information about this early years setting

The childminder registered in 1994 and lives in Stockport, Cheshire. She operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Rachel Strutt

Inspection activities

- The inspector observed the quality of education during activities indoors assessed the impact this has on children's learning.
- All areas of the premises were viewed and the inspector took account of how the childminder ensures that children are safe.
- The inspector reviewed a sample of documentation that supports the effective management of the setting. This included a selection of policies and procedures, and evidence of the suitability of adults living in the household.
- At appropriate times during the inspection, the inspector spoke to the childminder and the children attending. She observed the interactions between the childminder and the children.
- Parents' views on the provision were taken account of through sampling written feedback.

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

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
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