

Childminder report

Inspection date: 27 February 2024

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 puts children and their families at the heart of everything she does. She offers a warm, welcoming and safe environment in which children can play and learn. The childminder gathers detailed information about what children can do and their routines when they first start to attend. She uses this information to help to ensure that children settle quickly and are ready to learn. Children are happy and enthusiastic learners.

A love of literacy underpins children's impressive communication skills. For example, very young children make themselves comfortable and choose to look at books. They turn the pages and point to familiar characters in the story. Older children confidently discuss their favourite stories. They recall the sequence of the stories and predict what is going to happen next as they turn the pages. The childminder makes story times special. She uses opportunities to talk about books and introduce new vocabulary. This helps to develop children's communication skills.

The childminder has high expectations of all children. She supports children to understand how their behaviour affects others. Children understand the importance of sharing and taking turns and play very well together. They treat the childminder and each other with kindness and respect. Children's behaviour is excellent.

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

- The childminder plans an interesting curriculum based upon children's interests and her knowledge of what they need to learn next. She has a good understanding of how young children learn and recognises their individual learning styles. The childminder monitors children's progress and is clear in the action she would take in the event of any gaps emerging in children's learning and development. This approach means that children make good progress over time.
- The childminder skilfully weaves mathematical ideas into play. For example, children enjoy building structures with bricks. The childminder encourages children to compare differences in size and to use mathematical words in context. Furthermore, children excitedly repeat number names and count objects. They calculate while singing number songs. For example, they know that there are two ducks left when one duck swims away. From an early age children develop a good understanding of numbers.
- The childminder is always on hand to support children's learning as they play. Children remember experiences from the past. For example, they remark that shaving foam reminds them of when they played in the snow. The childminder talks to children about what they are doing and asks questions to extend their

learning. That said, occasionally, the childminder does not check children's current understanding in order to build upon their prior learning as precisely as possible.

- Partnerships with parents are a strength. Parents praise the warm and caring approach the childminder has towards their children. They feel that their children are always happy to attend and are well cared for. The childminder shares regular information about children's experiences and progress. Parents value the support and advice she gives around topics such as toilet training. The childminder supports parents to contribute to their child's learning and development at home. This promotes consistency in children's experiences.
- The childminder encourages children to be independent. Children select what they would like to play with and tidy away toys when they have finished playing. The childminder supports children to develop self-help skills. For example, at snack times, children confidently cut bananas and spoon their yoghurt. Children are confident and willing to have a go. They delight in the praise and encouragement that the childminder heaps upon them. This contributes to children's self-esteem.
- The childminder involves children in regular activities in the local area. This includes trips to the library and attending local play groups. These activities help children to get to know their local environment and socialise with people in their local community.

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:

- consistently check children's current understanding and abilities in order to build on their current knowledge and skills even more precisely as they play.

Setting details

Unique reference number	306646
Local authority	Stockport
Inspection number	10317128
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 3
Total number of places	6
Number of children on roll	3
Date of previous inspection	9 May 2018

Information about this early years setting

The childminder registered in 1995 and lives in Stockport. She operates all year round from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder is registered to provide funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Denise Farrington

Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their EYFS curriculum.
- Children spoke to the inspector during the inspection.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- 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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