

Childminder report

Inspection date: 8 February 2023

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

Children develop family-like relationships with the childminder. They stay close to her as they play, exploring the good range of resources on offer. She sings songs to children to encourage speech and language and to reinforce the routine. The childminder's gentle, reassuring voice provides a lovely soundtrack to their day. Children respond to the childminder with smiles and spontaneous hugs, demonstrating that they feel happy, safe and secure.

Children behave well. The secure attachments they share with the childminder support them to achieve positive behaviour. The childminder establishes clear behaviour expectations in a kind, but firm way. For example, when children resist washing their hands before eating snack, she kindly explains that handwashing is first to 'Wash the germs away, splish, splash'. Children respond well to this approach. Children experience a varied week of activities and outings with the childminder. They attend community groups beyond the setting. This helps them to develop positive interactions with other children and adults. They experience different environments and activities. This supports them to learn the skills they need in preparation for the next stage of their education.

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

- Language is well promoted by the childminder. She models words clearly and gives children time to process their responses. She carefully chooses books which she knows will capture children's interests, such as 'Dear Zoo'. She uses additional resources to make the reading interactive and further develop comprehension skills. This helps to support children's early literacy and language development.
- The childminder uses assessment to identify children's starting points and monitor their ongoing development. She shares their next steps in learning with parents. This provides a consistent approach and helps children make good progress.
- The childminder uses her knowledge of child development to identify language delays in young children. She offers some good support for encouraging language. However, she has a limited knowledge of additional strategies which aid understanding and support children to overcome the communication barriers they face.
- The childminder has effective practices in place which promote good health and hygiene. Handwashing, nappy changes and food preparation are all carried out with care and attention. The childminder promotes an active lifestyle which includes plenty of walks, trips to the park for physical play and access to nature. This supports children's knowledge and understanding of the world and their physical development.

- The childminder supports children well to sustain their concentration. For example, children persist with great determination in peeling and cutting up their own fruit from a young age. This helps them develop a positive approach to learning and build skills for the future.
- Parents share a good working relationship with the childminder. They describe her care for their child as 'deep and meaningful' and 'like extended family'. They consider the childminder to be reliable, trustworthy, flexible and caring. In their words, this is a 'dream combination for a childminder'.

Safeguarding

The arrangements for safeguarding are effective.

The childminder takes steps to ensure her premises are safe for children. She carries out daily risk assessments which include checking for hazards indoors and outside, such as stagnant water, unsafe equipment or animal faeces. The childminder has completed safeguarding training and updated it regularly. As a result, she has a good understanding of the signs and symptoms of abuse. She knows how to respond and take appropriate action when there is a concern that a child is at risk of harm. She has developed a good awareness of how behaviours, such as persistent absence, may connect to other safeguarding risks.

What does the setting need to do to improve?

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

- further explore ways of using additional support strategies alongside speech to maximise children's early communication and language skills.

Setting details

Unique reference number	306708
Local authority	Stockport
Inspection number	10264064
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 9
Total number of places	6
Number of children on roll	4
Date of previous inspection	22 May 2017

Information about this early years setting

The childminder registered in 1995 and lives in Reddish, Stockport. She operates all year round, from 8am to 5.30pm, Monday to Thursday, except for bank holidays and family holidays.

Information about this inspection

Inspector

Rachel McHugh

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 childminder and has taken that into account in their evaluation of the setting.
- The quality of education was observed and the inspector assessed the impact this has on children's learning.
- The inspector viewed the premises and the intent of the curriculum was discussed during a learning walk.
- The childminder and the inspector evaluated an activity together.
- Relevant documentation was checked and discussed, such as policies and procedures and training certificates.
- Parents shared their views of the setting with the inspector.

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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