

Childminder report

Inspection date: 1 August 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 builds good relationships with children in her care and listens carefully to what they have to say. She creates a home from home environment and supports children to feel emotionally secure. She provides children with lots of praise and encouragement. This allows children to feel safe in her care, builds their confidence and supports their well-being. The childminder supports children to develop their social skills. For instance, they all sit together working collaboratively on completing a jigsaw. This helps children to understand how to interact and work together as they play in a bigger group.

Children demonstrate positive attitudes to learning. They listen attentively during story time and demonstrate they know what is going to come next in the sequence of the story. This supports children to develop a love of books and be ready for their next stage of learning. The childminder knows the children well, she uses the information she gathers from her observations about what children can do to plan for their next steps in learning. The childminder provides children with a broad and varied range of experiences. This supports children to make good progress in their learning and development.

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

- The childminder has clear intent for developing children's communication and language skills and implements this well as part of the curriculum. She reads lots of stories, sings rhymes and constantly talks to children. This helps children to use a good range of vocabulary to express their ideas and needs.
- The childminder takes time to get to know each child and focuses on building effective relationships with parents. She provides parents with detailed information about the children's day, the experiences they have engaged in and the things they have learnt. This enables parents to continue children's learning at home and creates consistency in the approach.
- The childminder recognises the importance of children developing their independence. However, on occasion, she does things for children that they could achieve themselves. This reduces the opportunities for children to practise skills that promotes their self-care.
- The childminder provides a good range of experiences that promote children's physical skills. For example, they actively engage in action rhymes and practice their hopping skills. This helps children to develop balance and control.
- The childminder incorporates opportunities for children to use their counting skills as part of the daily routine. For instance, they use numbers as part of songs counting forwards and backwards and talk about left and right. This supports children to recognise the sequence of numbers and to learn directions.
- The childminder works with a co-minder. They work together as a team talking

about the children's development and how they can support next steps in learning. They use these conversations to constantly reflect on how they can make their service better. This helps them to provide children with a wide and varied curriculum that supports children to be engaged and motivated in their play.

- The childminder has undertaken training specifically related to developing children's communication and language skills. This has enhanced her knowledge in this curriculum area and has allowed her to have conversations with parents where additional support may be required. This helps children to develop the essential skills they need for their learning and development.
- The childminder encourages children to learn about the world around them. For example, they go on outings to feed ducks and they grow flowers. This provides children with opportunities to learn about the natural world and helps them to understand about living things and the life cycle.
- The childminder ensures children's care needs are met. For instance, she puts sun cream on children before they go out to play and ensures they have access to drinking water outdoors. This promotes good health for children.

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:

- build on the good teaching to further support children in managing their self-care needs independently and consistently.

Setting details

Unique reference number	306733
Local authority	Stockport
Inspection number	10351251
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	0 to 6
Total number of places	6
Number of children on roll	15
Date of previous inspection	18 October 2018

Information about this early years setting

The childminder registered in 1994 and lives in Cheadle Hulme, Cheshire. She operates all year round, from 7.30am to 6.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder works with a co-childminder. The childminder holds a post graduate certificate in education.

Information about this inspection

Inspector

Joanne Ryan

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 childminder showed the inspector the premises and discussed how they ensure it is safe and suitable.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- 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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