

Childminder report

Inspection date: 27 June 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Outstanding
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Outstanding

What is it like to attend this early years setting?

The provision is good

Children form secure relationships with the childminder and her assistant, who are kind and nurturing in their approach. Children are clearly happy and feel safe. They are eager to explore the interesting activities on offer. When playing independently, children select what they would like to play with and spend a long time concentrating on their chosen tasks. Children investigate an array of wooden, everyday resources. Babies follow their interests and show great delight as they create towers and laugh as they put bangles on their arms. Older children are very determined and focused. They use bangles and string when working out how to construct a 'pulley system'. Children show great excitement as they lift a bottle with their invention. As a result, children develop resilience and positive attitudes to learning.

Children behave impeccably, they understand what the childminder expects of them. There are rules in place to help them to learn right from wrong. Children use their manners and show kindness and respect for one another. They learn to share and take turns. Following the COVID-19 pandemic, the childminder has been supporting children to express their emotions. As a result, older children confidently talk about how they feel.

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

- The childminder plans experiences for children that follow their interests and build on what they already know and can do. She uses assessment effectively to identify what children need to learn next. As a result, children are highly motivated and deeply engaged in their play.
- Children make good progress in their communication and language development. The childminder and her assistant talk to children as they play and engage them in thoughtful conversations. They consistently model the correct pronunciation of words and introduce new vocabulary. Children listen to a wide range of stories. This helps children to hear a wide range of language structures in use and prepares children to become confident communicators.
- The childminder ensures children are confident in social situations. Children attend playgroups, eat in local cafeterias, buy vegetable in local shops, and regularly visit a local farm to learn about animals. As a result, children learn about the local area and develop respect for the wide range of people who help them.
- The childminder manages her setting effectively. The childminder and her assistant have completed all mandatory training, such as paediatric first-aid and child protection. However, the childminder does not always prioritise professional development opportunities for her assistant to enhance the quality of their teaching even further.

- The childminder and her assistant place great emphasis on outdoor learning. Children water plants and provide seeds for the birds to eat. They confidently identify the birds they see on reference posters displayed in a bird watching hut. This helps children develop their emerging literacy skills and understand that print carries meaning.
- The curriculum for physical development is strong. The childminder plans opportunities for children to strengthen their hands, in preparation for writing. For example, children twist nuts onto bolts and manipulate play dough. Children enjoy climbing and confidently develop their core strength as they use resources, such as balance bikes. Children laugh happily as they lift their feet off the floor to ride around the garden. These opportunities help to develop children's physical skills.
- The childminder establishes good partnerships with parents and other settings that children attend. She attends events such as sports days at the school that older children attend. Parents receive daily updates on what their children are learning. The childminder gives parents advice on how to support their children further at home. This means children benefit from a consistent approach to their learning and development.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant have a clear understanding of their roles and responsibilities to protect children from harm. The childminder regularly updates her training and written procedures to ensure that they can both implement appropriate processes without delay, if required. This includes the action to take in the event of an allegation being made against the childminder or her assistant. The childminder effectively assesses her home for risks and takes appropriate action. Furthermore, she encourages children to identify and manage appropriate risks as they play, in order to ensure that they remain safe.

What does the setting need to do to improve?

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

- target the professional development of the childminder's assistant and support them to enhance the quality of their teaching even further.

Setting details

Unique reference number	306741
Local authority	Stockport
Inspection number	10109604
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	12
Number of children on roll	18
Date of previous inspection	12 June 2013

Information about this early years setting

The childminder registered in 1989 and lives in Cheadle Hulme, Cheshire. She operates all year round from 7.30am to 6pm, Monday to Friday, except bank holidays and family holidays. The childminder works with an assistant. The childminder offers funded early years education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Deborah Magee

Inspection activities

- This was the first routine inspection the childminder received since the COVID19 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 and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- The inspector talked to children during the inspection and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors.
- The childminder and the inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.

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

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