

Childminder report

Inspection date: 7 January 2025

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 establishes strong bonds with children. They enjoy their time with each other and snuggle together for stories. Children feel secure in the childminder's care. The childminder supports children to demonstrate good behaviour. She works with children to tidy up when they have finished playing and encourages them to use their manners. Children know what is expected of them, and they are respectful to each other. They take care of the equipment they use. Children develop their understanding and listening skills. The childminder and the children enjoy singing together, and children participate with the words and actions. Children delight in this experience and know what is going to happen next in the song.

The childminder implements a well-designed and ambitious curriculum. She provides children with a broad range of activities and experiences that build on their individual stages of knowledge and skills. Children make good progress in their learning and development and are well prepared for their next stage in learning. The childminder is enthusiastic in her interactions with children. She supports children to be curious and listens carefully to their ideas. Children demonstrate positive attitudes to their learning.

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

- The childminder supports children to develop their personal, social and emotional skills. For example, she encourages children to care for dolls by pretending to change their nappies and use stethoscopes and thermometers to check on the doll's health. This helps children to learn to care for others and show empathy and concern.
- The childminder provides an effective curriculum to enhance children's physical skills. Children enjoy unwrapping parcels that the childminder has created, which relate to a story, and they lift the flaps in books. Children are competent at controlling their physical skills and have the hand strength they need to manipulate objects.
- The childminder supports children to develop a love of books. Children enjoy looking at books independently and take pleasure in participating in stories. However, the childminder sometimes uses 'baby language' with children, so children do not hear all words pronounced correctly. She also does not always give children enough time to respond to the questions she asks them. On these occasions, children cannot use the good range of vocabulary they have to explain their ideas.
- The childminder has created a challenging educational programme to teach children about the world around them. Children learn about significant events, such as Remembrance Day and about things they have observed, such as

different animals. This helps children to understand about the world in which they live and prepares them for life in modern Britain.

- The childminder works closely with children to support their emotional well-being. She gives children lots of positive encouragement and builds secure relationships. Children are confident in her care and are self-motivated.
- The childminder builds effective relationships with parents and carers. She keeps parents up to date with the range of experiences that children participate in and explains how children are learning and developing in these experiences. This helps children to benefit from a consistent approach to meeting their needs.
- The childminder undertakes professional development to help her to continuously reflect upon the service she offers for children and their families. She has accessed training about child development, brain development and how children learn. This has helped her to improve the curriculum that is offered to children. Children are interested in the opportunities that the childminder provides for them and have good levels of concentration.
- The childminder purposefully consolidates and deepens children's understanding. For example, children line up objects and match them based on colours and shapes. The childminder works with children to count how many of each object they have as they add them to the puzzle. This helps children to extend their knowledge and skills.
- The childminder supports children's physical well-being effectively. She provides children with healthy foods and helps them to toilet train at the appropriate time. Children develop well in their health and self-care.

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:

- review the support offered to children to build on their early communication skills and vocabulary.

Setting details

Unique reference number	306753
Local authority	Stockport
Inspection number	10363954
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	2 to 11
Total number of places	6
Number of children on roll	5
Date of previous inspection	17 January 2019

Information about this early years setting

The childminder registered in 1999 and lives in Stockport. She operates all year round, from 7.30am to 5pm, Monday to Wednesday, except for bank holidays and family holidays. The childminder holds an appropriate early years qualification at level 3. She provides government funded childcare.

Information about this inspection

Inspector

Joanne Ryan

Inspection activities

- The childminder showed the inspector around the premises and discussed how she ensures that they are safe and suitable.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their curriculum.
- Children spoke to the inspector during the inspection.
- The inspector observed the interactions between the childminder and the 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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