

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 are happy, relaxed and confident in the care of this highly experienced childminder. Children enjoy playing with coloured pots in the cosy playroom. The childminder encourages children to try hard and to stack them higher and higher. As they manage to build a stack, they clap their hands together with pleasure. The childminder talks to the children about the different colours and sizes of the pots. She encourages the children to 'find the yellow one' and 'put it on top of the big pot'. This helps to support the development of children's early language and their mathematical knowledge. Children demonstrate positive attitudes to learning.

Children spend plenty of time outdoors. They go on daily walks in the surrounding area to places such as the shops or a local park. Children enjoy visits to the childminder's nearby allotment. They laugh as they see the gate and keep a special pair of wellies there. Children plant vegetables, such as onions, and have the opportunity to harvest and eat carrots grown on the allotment. This supports the development of children's physical skills as well as their understanding of a healthy diet.

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

- Children have a warm and positive relationship with this caring childminder. Parents describe it as being like 'home from home'. Children receive a lot of praise from the childminder. She takes every opportunity to celebrate what they are doing and to build their confidence. This helps to ensure their emotional well-being. Children are relaxed and happy around other adults, knowing that the childminder is always close by to support them.
- The childminder plans activities which the children enjoy. They enjoy playing with jigsaws, which supports the development of their fine motor skills and developing their imaginative play with the dolls house. However, the childminder does not always plan activities to the highest level. Sometimes she presents too many resources to children, which means that the children lose their focus and concentration.
- Children have lots of fun with the childminder using stampers and craft materials to decorate paper plates. Children are determined to get the small lids off the stampers by themselves, encouraged by the childminder. This helps with the development of their fine motor skills. They choose different coloured materials to decorate the plates, concentrating hard and becoming engrossed in what they are doing. This shows that their concentration is being well developed.
- The childminder has a focus on early language and communication. She talks to the children clearly and uses a wide range of language to develop their speaking. She sings nursery rhymes with children, and parents report that the children remember the actions at home. This demonstrates that the children

enjoy the rhymes and can remember what they have been taught.

- The childminder works hard to support children to be increasingly independent. Even young children are encouraged to put on their own coats and manage their own needs, such as helping themselves to a drink of water. Children notice when craft materials have fallen onto the floor and willingly help the childminder to pick them up. This shows that the childminder has clear expectations of behaviour and that children have a good understanding of the routines of the day.
- Parent partnerships are good. Parents describe the nurturing relationship between the childminder and the children, and how their children enjoy their time there. Parents appreciate the time that the childminder takes to discuss the activities that their children have been doing, and to celebrate their achievements. These partnerships ensure that parents are well informed about their child's progress and children's learning is able to continue at home.

Safeguarding

The arrangements for safeguarding are effective.

The childminder regularly undertakes training to ensure that she understands how to keep children safe. She knows the children she cares for very well. She is knowledgeable about the signs and symptoms which indicate that a child may be at risk of harm. She knows how to seek further advice and support should she have any concerns about the children in her care and has a clear policy to use in case of any safeguarding issue. She ensures that all areas, both inside and outside, are clean, safe and secure.

What does the setting need to do to improve?

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

- develop the organisation of the learning environment to better support the curriculum intent.

Setting details

Unique reference number	306779
Local authority	Stockport
Inspection number	10263815
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 1
Total number of places	3
Number of children on roll	1
Date of previous inspection	12 May 2017

Information about this early years setting

The childminder registered in 2008 and lives in Stockport. She operates during school term time from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays.

Information about this inspection

Inspector

Sarah Gower-Jones

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 showed the inspector the premises and discussed how they ensure it is safe and suitable.
- The childminder spoke to the inspector about children's learning and development with a particular focus on communication and language.
- Children spoke to/communicated with the inspector during the inspection.
- The inspector observed the interactions between the childminder and children.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this has 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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