

Childminder report

Inspection date: 4 April 2022

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	Outstanding
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What is it like to attend this early years setting?

The provision is good

Children play happily and busily in the childminder's well-organised setting. This helps to demonstrate that they feel secure and at home. Children show interest and excitement when the childminder gets out some toy eggs to play with. They pull the hollow plastic eggs into two halves. The task is physically demanding and children work with obvious determination. This helps them to develop strength in their arms and hands. Children's effort is rewarded when the eggs suddenly pop in two and a tiny toy chicken falls out. The activity helps children to remember that chickens grow inside eggs. The childminder knows what children are ready to learn next. She ably supports them to make consistently good progress.

The childminder made some changes to her procedures to take account of risks associated with the COVID-19 pandemic. Children now keep their own items, such as pencils and scissors, in individual containers. This reduces the risk of cross-contamination. Children say that they like the system. They learn to care for their own resources and to respect other children's ownership. The childminder regularly asks children for their views about her provision. Older children write that they feel happy when they are with her. They say that they enjoy playing with other children and the childminder's dog.

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

- The childminder acts on advice, information and training from a range of sources. For example, children who she previously cared for used sign language to communicate. The childminder learned some of the signs and has incorporated them into her provision. The impact is that children benefit from seeing visual clues about what is being said and begin to use the signs themselves. This promotes children's communication skills effectively.
- The experienced, well-qualified childminder sequences children's learning well. Younger toddlers learn the principles of threading. They copy the childminder and push short wooden rods through the holes in wooden figures. Older toddlers thread thick laces through large beads. Pre-school children build on this. They develop the small-muscle skills they need to make intricate patterns using laces and small beads.
- The childminder notices and follows children's interests. For example, children enjoy taking part in an Easter egg hunt at a local play venue. The childminder follows this up and offers children some toy eggs to play with. However, she interrupts children's eager and thoughtful investigation of the eggs and sets them a new task. Children follow the childminder's instructions, but the task does not promote their deepest thinking.
- Children continually learn new words in a meaningful context. This is demonstrated really well when they join the plastic egg halves back together.

The childminder matches her words to children's actions when she tells them to 'push hard' and 'listen for the click'.

- The childminder helps children to become independent. She hangs individual hand towels on hooks that children can reach themselves. The childminder patiently shows children how to unhook and return their towel. Children concentrate hard to put the loop over the hook. The childminder praises their achievement. This promotes children's confidence and self-esteem well.
- The childminder supports parents to continue children's learning. When families visited the beach, she challenged them to build the tallest possible tower of pebbles. Children sent digital photos to the childminder. This helped them to practise using information technology to communicate. Children applied their knowledge of numbers when they counted the pebbles. They reported that building with irregular pebbles was tricky. They had to look closely at each one that they used.
- Children sit on the childminder's knee to look at books. They demonstrate their prior learning. For example, children turn the pages from front to back. They silently open and close their mouths when they see a picture of a goldfish. The cosy activity helps children to learn that reading is informative and pleasurable.
- Children form positive relationships with the childminder. She helps them to respect each other's ideas and points of view. The childminder is less confident about helping children to find out about groups and communities beyond their own.

Safeguarding

The arrangements for safeguarding are effective.

The childminder attends safeguarding training that refreshes and extends her knowledge of child protection matters. She trains her assistants to understand and follow her safeguarding procedures. Everyone knows the action they must take if they are concerned about the welfare of a child. The childminder takes sensible steps to identify and minimise hazards to children's safety. For example, she chooses play venues where she can keep children in sight at all times. The childminder works in close partnership with parents. They exchange information that promotes the health and safety of children with allergies to particular foods. The childminder keeps required records. For example, she completes a daily register of children's attendance.

What does the setting need to do to improve?

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

- give children more time to explore and test out their own ideas
- ensure that the curriculum helps children to learn about different cultures and communities.

Setting details

Unique reference number	306852
Local authority	Stockport
Inspection number	10128960
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 11
Total number of places	12
Number of children on roll	11
Date of previous inspection	8 July 2015

Information about this early years setting

The childminder registered in 1996 and lives in Cheadle Hulme. Her provision operates all year round, from 8am to 5pm, Monday to Thursday, except for bank holidays and family holidays. The childminder holds a qualification at level 3. She provides funded early education for two-, three- and four-year-old children. The childminder sometimes works with an assistant.

Information about this inspection

Inspector
Susan King

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 her evaluation of the provision.
- The childminder and the inspector discussed the childminder's intentions for her curriculum. They considered the impact of activities on children's progress.
- The inspector observed interactions between the childminder and children. She spoke with and played with children.
- Parents completed questionnaires for the childminder. The inspector took account of parents' views.
- Documents used in the childminder's setting were sampled by the inspector. The inspector checked evidence of the suitability of the childminder and members of her household aged 16 years and over.

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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