

Childminder report

Inspection date: 13 September 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	Good
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What is it like to attend this early years setting?

The provision is good

Children are happy in the childminder's care and demonstrate they feel safe. They enjoy cuddles and benefit from caring relationships. Children are growing in confidence, as they are offered lots of praise and reassurance. All children are making good progress in their learning and development because the childminder plans challenging activities that are interesting. The childminder has high expectations of what children are able to achieve. Consequently, children have positive attitudes to learning. Children with special educational needs and/or disabilities are well supported so that they can achieve new things.

Children enjoy looking at books to develop their understanding about the world around them. For example, they learn about ducks and other animals, experimenting with the sounds animals make. Children have good opportunities to engage in physical exercise. They enjoy trips to the park and benefit from daily fresh air. Children are developing their imagination as they enjoy engaging in different role-play experiences. This supports children to test out their own ideas. Children experiment with their mathematical knowledge. They attempt to push objects through different-shaped holes, using their problem-solving skills.

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

- Children are developing their hand-eye coordination. For example, they are skilled at scooping up rice and pouring it from one container to another. This helps children to acquire the skills they need for their next stage in learning, such as feeding themselves independently.
- The childminder effectively supports children to develop their communication and language skills. For instance, she uses new vocabulary with children as they play and repeats familiar words. Consequently, children are developing their understanding of a range of different words.
- Children are learning how to share and take turns. For example, they roll cars to each other and work together to build towers. Therefore, children are improving their ability to interact with others.
- The childminder encourages children to investigate with a range of different materials. For example, children play with leaves, cinnamon sticks, acorns and conkers. As a result, children are inquisitive and curious.
- Children are offered a range of healthy foods. For instance, they enjoy strawberries and blueberries for snack. This supports children to develop healthy habits from an early age.
- The childminder creates a safe environment for children to play in. She identifies any potential risks and puts measures in place to protect children. However, the childminder has not created opportunities for children to develop their understanding of possible dangers when using the internet and electronic

devices. Therefore, children do not develop this knowledge while in the childminder's care.

- The childminder encourages children to use their manners. For example, as she passes them fruit or breadsticks, she promotes the use of please and thank you. The childminder is a good role model. This helps children to learn about the expectations within the setting.
- The childminder has a kind and caring nature. For example, as she changes children's nappies, she tickles children and makes them giggle. As a result, all children are settled and comfortable.
- The childminder has established effective relationships with the parents. She talks to them about what children need to learn next. Consequently, children receive a consistent approach to their care and education.
- The childminder is committed to professional development. She has recently undertaken training about how to support children to develop their speech and language skills. As a result of the training, she now gives children a longer period of time to answer questions that she asks. This helps children to process and respond to the questions.
- Children are becoming competent at undertaking tasks for themselves. The childminder encourages them to put on their own shoes and coats and supports them through toilet training. As a result, children are developing their independence.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has undertaken safeguarding training. This has provided her with a secure knowledge of the signs and symptoms of abuse, such as female genital mutilation. The childminder's good understanding helps her to identify any potential concerns that might arise with the children she cares for. The childminder has clear procedures to follow if she is worried about children's welfare or well-being. Therefore, she can respond to concerns quickly. The childminder knows what to do if there are any concerns raised about herself or a member of her household. This helps to reduce possible risks to children.

What does the setting need to do to improve?

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

- adapt the curriculum to incorporate opportunities to teach children about when they might be at risk while using the internet or digital technology.

Setting details

Unique reference number	306861
Local authority	Stockport
Inspection number	10072816
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	6
Number of children on roll	10
Date of previous inspection	29 April 2016

Information about this early years setting

The childminder registered in 1987 and lives in Heald Green, Stockport. She operates all year round, from 7.30am to 5pm, Monday to Thursday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3.

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 inspector viewed the provision and discussed the safety and suitability of the premises.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- The childminder spoke to the inspector about their intentions for children's learning.
- The inspector observed the interactions between the childminder and children.
- The childminder provided the inspector with a sample of key documentation on request.
- Parents shared their views of the setting with the inspector.

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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