

Childminder report

Inspection date	13 December 2018
Previous inspection date	30 March 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The childminder empowers children in her care and helps them to make good progress. She encourages children to express themselves and explore their world. For example, children are keen to tell the childminder about their pets and events at nursery. The childminder is genuinely interested and this inspires children to share their experiences. Children have a positive sense of themselves and their place in the world.
- Children have formed secure attachments with the childminder. They feel valued as they develop independence and learn to look after themselves. For example, children confidently get themselves ready for nursery. The childminder praises their achievements. Children are happy and safe at the setting.
- The childminder's quality of teaching is consistently strong. She has high expectations of children's development and plans varied challenging activities which help children to progress towards their learning goals. She promotes early literacy and mathematical skills in interesting ways that enthuse children and keep them engaged in learning. For example, children enjoy taking responsibility for updating the white board with attendance times. Children are well prepared for their next stages of learning and school.
- The childminder has established effective partnerships with parents. Parents' testimonials are highly complimentary. The childminder keeps parents well informed about their children's learning and development, and helps parents to continue children's learning at home. For example, she sends new vocabulary home to practise or challenges children to help to write the weekly shopping list. Parents contribute to learning in the setting by providing things of interest, such as different fruit, for children to explore. Children are well supported. Outcomes for children are good.
- While the childminder makes accurate observations and assessments to help to progress children's learning and development, these are not always precise enough.
- Although the childminder has well-established partnerships with other settings, she does not share enough information about children's learning and development.

What the setting needs to do to improve further

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

- enhance methods for tracking the progress that children make so that they are even more precise and further promote learning outcomes
- strengthen partnerships with other settings to ensure a complementary approach to children's learning and development, and enhance experiences for children even more.

Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the childminder and discussed quality of teaching, learning and assessment.
- The inspector looked at relevant documentation, including evidence of suitability of adults living on the premises, policies and procedures, and children's records, and took account of written feedback from parents.
- The inspector had a tour of the premises.
- The inspector spoke with the childminder and children throughout the inspection.

Inspector

Hannah Britton

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The childminder reviews safeguarding arrangements regularly and keeps her knowledge up to date. She has a thorough understanding of how to protect children. She implements policies and procedures consistently throughout her practice, which helps to keep children safe from harm. The childminder evaluates the setting accurately and takes into consideration the views of parents and children. Improvements are effective as a result of inclusive, reflective practice. For example, the childminder introduced trays to keep small toy parts safely contained. This enables older children to continue their play when younger children are also present.

Quality of teaching, learning and assessment is good

The childminder has a secure understanding of child development and knows children exceptionally well. She delivers interesting and demanding experiences. For example, children enjoy using their imaginations as they search for fairy dens at the park and test ideas as they make waterfalls in the garden with pipes. They enjoy crafts to explore festivals and traditions, and use physical skills to build snowmen. They socialise at a weekly drama group organised by the childminder's professional network. The childminder makes the most of every opportunity to teach new skills. For example, at snack time, they set up a café, choose what to have for their snack, write the orders and prepare the food. The childminder helps to extend children's vocabulary as they describe flavours and textures. She demonstrates techniques for forming letters and cutting safely using a knife. Children respond to challenges and develop confidence in their abilities. They learn how to identify and write letters and words, use different tools, understand early mathematical concepts and develop their speech and language.

Personal development, behaviour and welfare are outstanding

The childminder promotes children's personal and emotional development, and works hard to support all their needs. She presents a highly stimulating environment where children feel welcome and are very eager to join in. She is enthusiastic and playful. Children enjoy her company very much. For example, they enjoy humour and make up jokes while they make Christmas party hats together. Children are motivated and curious. They listen and are responsive to others. They show high levels of self-control and cooperation. Children are comfortable at the setting and very well behaved. The childminder has created a culture of respect and promotes equality and diversity throughout her practice. She encourages children to ask questions and talk about their observations. For example, one child is intrigued to know why a small-world figure has callipers. The childminder explains simply that everyone has needs and needs are met in different ways. She is a very positive role model.

Outcomes for children are good

Children make good progress and particularly strong progress in personal, social and emotional development, and communication and language. They develop all the essential skills which will enable them to move on to their next stages of learning with confidence. The childminder prepares children well for transitions to other settings and ensures that they are ready to start school.

Setting details

Unique reference number	306992
Local authority	Stockport
Inspection number	10060092
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 - 9
Total number of places	6
Number of children on roll	7
Date of previous inspection	30 March 2015

The childminder registered in 1995 and lives in Bredbury, Stockport. She operates all year round, from 7am to 5pm on Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for three- and four-year-old children.

This inspection was carried out by Ofsted 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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance *Complaints procedure: raising concerns and making complaints about Ofsted*, which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: www.ofsted.gov.uk/user.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

