

Childminder report

Inspection date: 25 October 2024

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 cared for in a safe, secure and welcoming environment. Children are happy and comfortable in the childminder's home. The childminder develops nurturing relationships with the children in her care and prioritises their social and emotional development. Children confidently seek her out for a cuddle and reassurance.

The childminder's broad curriculum builds secure foundations for children's future learning. She strongly promotes children's communication. The childminder helps children to express themselves confidently, using a broad range of words. She encourages children to develop their memories, such as asking the children about past experiences that they can recall well. She talks to children while they play, encouraging their speech and language skills effectively. All children make good progress from their starting points in learning.

The childminder spends time playing alongside the children. She celebrates their efforts and achievements with praise as they play. The childminder acts as a good role model for children and has clear expectations for their behaviour. She encourages children to be kind and supports them in learning right from wrong. As a result, children behave well and get involved in a range of experiences.

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

- The childminder tailors the curriculum to meet the needs and interests of individual children. She knows the children in her care very well and can confidently talk about what makes each child unique. She describes the progress children have made and their next steps of development. As such, children make very good progress and are well prepared for their next stage of learning.
- The childminder organises her environment with a full range of resources to enable children to choose toys. However, on occasion, there are too many resources available. This slightly hinders children's learning as they sometimes struggle to focus on an activity, impacting their developing concentration skills.
- Children have lots of exciting opportunities to develop their large muscles. The childminder takes children on walks in the community and to the local pond. Children learn about road and water safety and feed the ducks. The childminder takes children to the park, where they use large climbing equipment. Children develop their coordination through activities such as throwing balls into basketball hoops and using ride-on vehicles. These opportunities support children's developing physical skills.
- The childminder promotes children's positive attitudes towards learning, including early literacy. For example, she plays nursery rhymes and children sing along, showing familiarity with popular rhymes. She reads to children with

warmth and enthusiasm, talking more widely around the book to engage young children and support their understanding. Children show respect when handling books and enjoy this special time reading together.

- The childminder provides opportunities for children to develop their mathematical knowledge. She teaches children mathematical language and develops their number skills throughout their play. For example, during ice play, the children count the ice blocks, and they confidently say the colours of the paint and count the strawberries at snack time. Children have very good counting skills and are developing a good awareness of early mathematics.
- Children learn to keep themselves healthy and follow good hygiene routines. The childminder provides lunch and healthy snacks of fruit for the children. The childminder ensures that children have access to fresh drinking water throughout the day.
- The childminder reflects on her provision and values opportunities for networking with other childminders for support and to share good practice. She also makes use of links with other childminders to offer children the chance to meet and develop friendships with other children their age. This helps to support the development of children's social and communication skills further.
- Excellent communication helps to strengthen and build secure relationships with parents. Parents say that the childminder goes above and beyond to support them with their children. This helps with the continuity of care for children. Parents say that the childminder has made a difference with their children's development and their children receive good, nurturing care. They say that they know their children are safe while in the care of the childminder.

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 organisation of resources so children have time and space to engage in activities, helping them to focus better and develop their concentration.

Setting details

Unique reference number	306992
Local authority	Stockport
Inspection number	10359803
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	13 December 2018

Information about this early years setting

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

Information about this inspection

Inspector

Liz Thomson

Inspection activities

- The inspector viewed the setting and discussed the safety and suitability of the premises.
- The inspector observed activities and the interactions between the childminder and children.
- The inspector held discussions with the childminder about how she meets the needs of a range of children.
- The inspector spoke with parents to seek their views.
- The inspector held discussions with the childminder about her professional development.
- The inspector looked at relevant documentation.

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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