

Childminder report

Inspection date: 7 February 2025

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

The childminder creates a warm and welcoming environment where children feel safe and valued. She builds strong, trusting relationships with each child, ensuring they feel secure and happy in her care. Through attentive and responsive interactions, the childminder supports children's emotional well-being, helping them to develop confidence and a sense of belonging. The childminder actively promotes children's physical well-being through a variety of engaging activities. She encourages children to participate in outdoor play, providing opportunities for them to develop their gross motor skills through activities, such as climbing, running, and riding bicycles. This helps children become more confident in their physical abilities and develop better coordination and strength.

Overall, the childminder implements an ambitious and inclusive curriculum that caters to the unique needs and interests of every child. The childminder fosters a love of learning, encourages curiosity, and helps children develop a wide range of skills, preparing them for future educational success. The childminder promotes positive attitudes to learning by creating an encouraging and supportive environment. She consistently reinforces good manners, praises effort and achievements. The childminder encourages children to test out their own ideas. This motivates children to explore new challenges and persist in their learning.

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

- The childminder actively engages in ongoing professional development and training to enhance her teaching practices. She applies new knowledge and techniques learned from training sessions to improve the quality of education and care provided. This commitment to continuous improvement ensures that the childminder stays updated with best practices. This benefits the children's learning experiences.
- The childminder designs her curriculum by incorporating a variety of activities that promote holistic development. Her curriculum is flexible and responsive, allowing for spontaneous learning opportunities and adapting to children's evolving interests. This approach supports the development of a wide range of skills, including critical thinking, creativity, and problem solving.
- The childminder enhances children's communication skills. She reads engaging stories and encourages children to participate by asking questions and giving detailed explanations about the characters and events in the stories. The childminder sings rhymes and songs with children. Children learn new words and use language to express their thoughts, which helps prepare them for their next stage in learning.
- The childminder enhances children's social skills and promotes good behaviour. She encourages cooperative play and teaches children how to share and take

turns. Through activities and discussions, the childminder helps children develop empathy, respect for others, and the ability to form healthy relationships.

- The childminder works in close partnership with parents. She maintains open and regular communication to ensure a consistent approach to each child's care and education. The childminder provides daily updates on children's activities and progress. This collaborative relationship supports children's development and well-being.
- The childminder does not always consider how to adapt learning experiences to support all the children taking part. For instance, some group activities currently focus more on the needs of older children and are less tailored to the developmental needs of younger children. This results in younger children not fully engaging or benefiting from these activities.
- The childminder teaches children about diversity by incorporating books, activities, and discussions that reflect different cultures, backgrounds, and experiences. For example, she reads stories about festivals from another country and then engages the children in related crafts, such as making lanterns for Chinese New Year. The childminder encourages children to appreciate and respect differences. This approach fosters an inclusive environment where children develop a broader understanding of the world around them.
- The childminder collaborates with other early years settings. She finds out from schools the things they are working on with children and implements them at her setting to promote continuity and consistency. This cooperation helps to support transitions between settings and enhances the overall quality of care and learning experiences for the children.

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:

- adapt group activities to support the developmental needs of younger children more precisely and help them to engage fully.

Setting details

Unique reference number	307045
Local authority	Stockport
Inspection number	10368494
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	0 to 9
Total number of places	6
Number of children on roll	10
Date of previous inspection	22 March 2019

Information about this early years setting

The childminder registered in 1991. She lives in Stockport, Cheshire. The childminder operates all year round from Monday to Friday, 7.30am to 5pm, except for family holidays. She provides government-funded childcare.

Information about this inspection

Inspector

Joanne Ryan

Inspection activities

- The childminder showed the inspector the premises and discussed how they ensure it is safe and suitable.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- Children spoke to the inspector during the inspection.
- The inspector observed the interactions between the childminder and children.
- 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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Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
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