

Childminder report

Inspection date:

17 September 2025

Overall effectiveness	Good
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The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision is good

Children display a strong sense of belonging in this cosy and welcoming setting. They are eager to demonstrate what they can do and are confident to select resources and lead their own learning. The childminder is a good role model and demonstrates her high expectations for the children. They follow these expectations well and are learning to share and take turns, receiving an abundance of praise when they do so. The childminder recognises the importance of building children's emotional security for them to actively participate in further learning. She is calm and nurturing in her approach, and children readily come to her for cuddles and support.

Children access a broad curriculum that helps to ensure they embed skills across all areas of learning. The childminder interacts with children very well and helps them to develop their confidence to have a go. She is supportive and encouraging in her interactions, readily adapting when children express their thoughts and ideas. For example, in the park when children are unsure of the big slide, the childminder encourages them to embrace their fears and give it a try with her at their side. This approach offers children real-life experiences to build their confidence, persevere with challenges and manage their own risks.

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

- The childminder plans a flexible and ambitious curriculum. She closely matches activities and learning opportunities to children's individual capabilities and is quick to adapt if children are not engaging. This fluidity in approach helps to ensure that all children make good progress relative to their starting points.
- Children benefit from an environment rich in language. The childminder narrates their play and tests their recall of previous learning. She adds new words and extends children's sentences. However, her style of questioning tends to be asking a lot of questions in quick succession without allowing the children enough time to process, think and respond. Furthermore, at times, her sentences are too long for children to comprehend. This can sometimes limit opportunities for children to fully process and develop their language skills.
- Children are developing good self-care skills and healthy eating habits. The childminder supports parents to provide healthy packed lunches, and children have independent access to water throughout the day. Children are supported to wash their hands at regular intervals and know that soap and hot water kill germs. This helps to embed the importance of good hygiene, and healthy choices are promoted consistently.
- The childminder promotes children's independence well. They peel open their yogurt pots at lunchtime and help to sweep up the sand using a dustpan and brush. Children receive praise specific to their actions and smile with pride as

their achievements are acknowledged. They are practising their small- and large-muscle skills and are swiftly growing in independence.

- The childminder is reflective in her practice. She recognises the importance of prioritising further training to positively impact on outcomes for children. However, targeted training has not been prioritised to equip her with a greater understanding of how to identify children's individual learning styles and incorporate these into planning for their next steps. This means that children's learning is not always sharply focused on the skills they need to develop next.
- The childminder recognises the importance of networking to share knowledge, ideas and best practice. She has developed good relationships with local childminders, and they regularly meet at various groups. This supports children to develop confidence and practise their social skills.
- The childminder plans activities based on children's interests, and she involves parents in developing plans for their next steps. Parents are provided with daily updates about their children's progress and feed back positively about the service they receive. This two-way partnership allows parents to further support children's learning and development at home.

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:

- reflect upon the style of questioning used to ensure it is open-ended and simplified so children can listen, comprehend and respond effectively to further develop their communication and language skills
- place a sharper focus on each child's unique style of learning, and incorporate this into planning for their next steps.

Setting details

Unique reference number	307093
Local authority	Stockport
Inspection number	10398988
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 4
Total number of places	6
Number of children on roll	4
Date of previous inspection	15 November 2019

Information about this early years setting

The childminder registered in 1996 and lives in the Romiley area of Stockport. She operates all year round from 7.30am to 5pm, Monday to Wednesday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 5. The childminder is registered to offer government funded free early education.

Information about this inspection

Inspector

Marianne McDowell

Inspection activities

- The childminder and the inspector discussed the curriculum and the intentions for children's learning.
- The inspector observed the childminder's interactions with children during play and daily routines.
- The inspector observed the quality of education being provided and assessed the impact on children's learning and development.
- The inspector spoke to children at appropriate intervals and read feedback from parents and took account of their views.
- The childminder provided the inspector with a sample of relevant records and key documentation, including evidence of the suitability of adults living in the household and statutory progress checks for the children.
- All areas of the premises used for childminding were viewed, and the inspector took account of how the childminder ensures that children are safe.

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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