

Childminder report

Inspection date: 3 December 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	Outstanding
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What is it like to attend this early years setting?

The provision is good

The childminder builds good relationships with the children in her care. She finds out about children's likes, dislikes and stages of development when they first start to attend. This helps children to settle into her setting and to feel happy being cared for by somebody who knows them well. The childminder is kind and listens carefully to the things children tell her. Children feel valued. The childminder observes children and responds to their care needs. She recognises when children need the toilet, to settle to sleep or would like something to eat. This helps children to play happily as their care needs are met.

The childminder has high expectations of children's behaviour. She is a good role model to children and uses her manners. Children show positive attitudes towards their learning. They are keen to join in with the range of experiences offered to them. The childminder supports children to build good relationships with each other. Children enjoy playing cooperatively with their friends. The childminder plans a curriculum that considers the needs of all children, including those who speak English as an additional language. Children make good progress in their learning and development.

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

- The childminder has built a secure educational programme to enhance children's understanding and listening skills. She reads stories with children, helping them to understand about different concepts, such as cocoons and butterflies. Children listen well and are developing their understanding.
- The childminder recognises and celebrates children's achievements. She displays children's work on the wall so they can be proud of the things they have achieved. Children are growing in confidence and self-esteem.
- The childminder works well with other professionals and gives good support to children who might require extra help. She creates picture cards for children to help them understand about the routines in their lives. This helps to improve children's emotional well-being as they know what is going to happen next.
- The childminder enhances children's physical skills. Children competently use their small physical skills to thread pasta onto pipe cleaners. Children are developing their hand-eye coordination.
- The childminder has clear intentions of what she wants children to learn or develop. However, sometimes the childminder does not fully support children to achieve the learning she desires. For example, she says she wants children to turn pages in a book independently but then turns the pages for them. The childminder wants to support children's language skills but then sits behind them in activities so they cannot see her face and mouth movements. This means children are not always exposed to the highest quality teaching.

- The childminder supports children to have a good sense of belonging in the setting. She finds out about their heritage and backgrounds and celebrates their individuality. Children are gaining a good understanding of what makes them unique.
- The childminder supports children to demonstrate good behaviour. She encourages children to look after the toys they use and to put them away after they have finished playing with them. Children follow instructions and are respectful.
- The childminder builds good relationships with the families of children who attend her setting. She shares information with parents about children's learning and experiences while in her care. This helps parents to work collaboratively with the childminder. As a result, children benefit from a consistent approach.
- The childminder is committed to her ongoing professional development. She undertakes training to help her continuously develop her knowledge. This helps her to improve aspects of her practice, which has a positive impact on children's care and learning.
- The childminder has established an effective curriculum to teach children about the world around them. Children grow tomato plants and watercress. They learn about the things that plants need to help them survive.

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:

- enhance the implementation of the curriculum so that the intent for children's learning is consistently embedded and achieved.

Setting details

Unique reference number	404535
Local authority	Stockport
Inspection number	10364311
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 5
Total number of places	6
Number of children on roll	6
Date of previous inspection	30 January 2019

Information about this early years setting

The childminder registered in 2001 and lives in the Heaton Chapel area of Stockport. She operates all year round, from 7.45am to 5.30pm, Monday to Thursday, except for bank holidays and family holidays. The childminder has a childcare qualification at level 3. 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 that they are 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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