

Childminder report

Inspection date:

27 March 2025

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision is outstanding

Children thrive and make excellent progress in their learning in this welcoming and inclusive environment. The childminder provides an ambitious curriculum that captures and ignites children's curiosity. Children have excellent attitudes to learning. The childminder skilfully builds on children's interests to implement an excellent, sequenced curriculum to thoroughly embed children's learning. For instance, children observe the growth of vegetables, herbs and plants they have grown in the garden. They talk about the life cycle of plants and confidently follow visual aids to prepare their sunflowers for planting. Children demonstrate excellent independence and hand-eye coordination as they scoop soil into their plant pots. These experiences encourage children to try new foods and gain an awareness of where food comes from.

The childminder provides ample opportunities for children to develop their vocabulary. They consistently use new words, such as describing their 'terracotta' building blocks. The childminder regularly takes the children out in the community, on public transport and to the library. Children meet a wider range of children and adults. These opportunities help to support children's already high levels of confidence in social situations. Children demonstrate impeccable behaviour. They play cooperatively together and provide praise and support to one another during activities. The childminder celebrates and encourages children's talents and interests effectively. She recognises young children's love of football and the skills they demonstrate. To develop this talent further, the childminder provides additional resources, such as football nets so children can build on their physical skills.

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

- The childminder designs a curriculum that ensures that every child thrives. Children access incredibly rich learning experiences that equip them with vital skills for future success. For example, the childminder teaches children to care for the planet. Children excitedly recall regular opportunities to litter pick in their local parks. Children are becoming respectful citizens who care for the planet and its wildlife.
- The childminder demonstrates a positive approach to supporting children's communication and language skills. Children choose their favourite stories during circle time and are familiar with words and phrases from the stories. The childminder teaches children about rhyme and rhythm while they clap along to a regular beat. Children are confident communicators and make rapid progress in their speech skills.
- Children's behaviour is exemplary. The childminder supports children to develop good social skills and promotes their positive behaviour. Children use a feelings

board to talk about their feelings. The childminder teaches children to make links between their behaviour and how they feel. Children are respectful and polite in their interactions with each other.

- The childminder teaches children the importance of making good choices to support their good health. Children follow and understand the reasons for the stringent hygiene procedures that are in place. During snack time, children talk about the benefits of eating fresh fruit and vegetables. The childminder supports children's knowledge about oral health. The childminder takes them to the local dental practice, where children learn the importance of brushing their teeth twice daily. Children demonstrate an excellent understanding of how to develop healthy lifestyle habits.
- Partnerships with parents are highly effective. Parents comment on the nurturing environment and special bonds the children develop with the childminder and each other. Information-sharing is given a high priority. Guidance on children's health and safety is shared regularly, such as information and resources for safe sleep and online safety. Furthermore, the childminder shares regular updates on children's progress. Parents value the additional information shared, which helps to support them continue children's learning at home.
- The childminder values and respects children's individuality. She skilfully teaches children about similarities and differences, encouraging children to develop a superb understanding of communities wider than their own. For example, children try different cuisines from other cultures. Furthermore, children learn key words, such as 'hello' and 'goodbye', in other languages to successfully interact with their peers. These rich experiences help children to learn about the wider world.
- The childminder is dedicated to her role. She regularly reviews her provision, both indoors and outdoors, and makes changes. For example, during a recent outdoor audit the childminder recognised that children had fewer opportunities to practise their balancing skills. The childminder has now restructured the outdoor area to include balancing beams and tyres for children to practise these skills.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

Setting details

Unique reference number	EY216498
Local authority	Stockport
Inspection number	10375781
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 8
Total number of places	6
Number of children on roll	6
Date of previous inspection	2 May 2019

Information about this early years setting

The childminder registered in 2002 and lives in Great Moor, Stockport. She holds an early years qualification at level 3 and works with a co-childminder. She operates all year round, from 8am to 6pm, Tuesday to Thursday, except for family holidays. The setting provides government funded places for childcare and receives specific funding for disadvantaged children.

Information about this inspection

Inspector

Jade Patten

Inspection activities

- The inspector held a discussion with the childminder in relation to the leadership and management of the setting. She looked at relevant documentation, such as evidence of the childminder's suitability to work with children.
- The inspector took account of parents' views from their written feedback.
- The childminder showed the inspector the premises and discussed how she ensures that they are safe and suitable.
- The childminder and the inspector discussed how the childminder organises her early years provision, including the aims and rationale for her early years foundation stage curriculum.
- The inspector and the childminder carried out a joint observation of an activity.
- The inspector observed the quality of interactions between the childminder and the children.

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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