

Childminder report

Inspection date: 24 April 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 show that they feel valued and safe in the care of the experienced childminder. The childminder skilfully combines her teaching with being a playmate for children. During a drawing activity, children demonstrate their rich imagination as they create a story about a giraffe and a duck. The childminder gently helps them to remember how many legs a giraffe usually has. The discussion prompts children to recall and apply their knowledge of numbers, in a playful way. Children ably cut their picture out and proudly hold it up for the approval that they know the childminder will offer. This promotes children's self-esteem and they develop a positive attitude to learning.

Children understand and follow the childminder's well-established rules and routines. They carefully replace the tops on felt-tip pens and know that this stops the pens from drying out. They put coats on to play outside and know that this stops them getting cold and wet. The childminder works in partnership with parents and carers. Parents like the digital photos that tell them about children's activities and outings. The photos help parents to begin meaningful conversations with children and to build on what children learn with the childminder. School-age children make lists of the many reasons why they like coming to the childminder's provision.

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

- The childminder plans a curriculum that promotes children's self-motivated play and purposeful learning. She often uses opportunities, that are created by children's interests, to extend their knowledge. However, there are occasions when the childminder does not measure the quality of her teaching precisely enough to inform the most effective professional development activities.
- The childminder promotes children's physical development well. Children show determination and physical effort when they replace the felt-tip pen tops. This strengthens their muscles. Children use tools such as scissors with increasing confidence. This prepares children's hands and wrists for early writing. Children demonstrate joyful, whole-body energy as they try out different moves on the trampoline. The effort promotes their stamina, core strength and balance.
- Children develop mathematical knowledge in everyday contexts. They invent a pattern of alternating movements on the trampoline. They talk about prices and the exchange of money during shopping role play. Children solve problems in their play. They plan a pretend picnic and try out different ways to pack the lunch boxes together. The outcome is an efficient use of space that challenges children's thinking and promotes their understanding of volume.
- Conversations between children and the childminder range widely. The childminder shows interest in children's holidays. She listens attentively to their

excited recollection of things that they saw and did. Children watch with fascination as strands of play dough steadily emerge from the extruding tool. They think and talk about what they see. The lively interactions promote children's communication skills and knowledge of the world highly effectively.

- The childminder takes children on outings into the local area and community. They experience the seasonal weather conditions as they splash in puddles and tramp along muddy footpaths. Children enjoy visits to playgroups with the childminder. Pre-school children take responsibility for handing out plates to younger children at the playgroup snack time. This promotes their helpful participation as members of a group.
- The childminder's sensible approach to risk assessment helps her to keep children safe. She supervises children when they play on the trampoline. Children take notice of her timely reminders. For example, they know that it is dangerous to bounce too near the edge. Children busily find and remove the holly leaves that have landed inside the netting. This helps to avoid them landing on the prickly leaves.
- The childminder refreshes and extends her knowledge of child protection matters. She knows who to tell if she is concerned that children may be at risk of abuse or neglect. The childminder manages families' confidential information safely. For example, she gains parents' written permission before sending photos and information via an online app.

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:

- measure the quality of practice more accurately, so that professional development activities promote excellent outcomes for children.

Setting details

Unique reference number	EY217524
Local authority	Stockport
Inspection number	10335351
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	4 to 10
Total number of places	6
Number of children on roll	6
Date of previous inspection	13 June 2018

Information about this early years setting

The childminder registered in 2002 and lives in Stockport. Her provision operates all year round, from 8am to 5pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a qualification at level 3. She is eligible to provide funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Susan King

Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in their evaluation of the setting.
- The childminder described her approach to planning the curriculum. The inspector and the childminder evaluated the impact of some of the activities on children's learning.
- The inspector observed interactions between the childminder and the children. She spoke with and listened to children.
- The inspector took account of parents' views.
- Documents used in the childminder's provision were sampled and evaluated by the inspector.

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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