

Childminder report

Inspection date: 14 June 2023

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 separate easily from their parents and warmly greet this friendly childminder. They excitedly engage in the learning opportunities on offer from the moment they arrive. Children take part in music, song and dance activities which support their physical development. They celebrate special events in their lives, such as birthdays and Christmas. They also learn about celebrations in the wider community, such as the coronation of the King and events at the local church. Children go on the bus to the library to attend the story time sessions. They visit the local park where they explore nature and climb trees. This helps children to become familiar with the community around them.

Children develop their independence and want to try things for themselves. They learn the importance of effective handwashing and know how to use the toilet independently. Children are polite and use manners, showing respect for people around them. Their behaviour is impeccable and they play well with the other children. Effective boundaries and routines help children to know what is expected of them and what is happening next. Older children learn to tidy up after they finish playing and make sure that they keep the area safe for the younger babies.

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

- The childminder plans and implements an effective curriculum. She carries out regular progress checks and makes valuable assessments of children's learning. This helps the childminder to monitor children's developmental achievements and identify their next steps in learning. Consequently, she is able to plan suitable learning opportunities to support children's developing needs and changing interests.
- The childminder makes effective use of familiar stories to enhance children's vocabulary. She asks questions to encourage children to recall their favourite parts of the story and anticipate what will happen next. However, she does not always allow time for them to answer before moving on to the next question. Therefore, children do not have enough time to consider her questions and think more deeply about the answers they want to give.
- The childminder identifies the negative impact of the COVID-19 pandemic on children's social skills. To help fill these gaps in learning, she attends playgroups where children can socialise with others. The childminder arranges play sessions with other local childminders and plans suitable learning opportunities where children can communicate with others. This helps children to develop their confidence in social situations.
- The childminder encourages children to become more independent. At snack time, she models effectively how to prepare snack and clear up afterwards. The childminder teaches children to do things for themselves, such as putting

rubbish in the bin and helping to sort the recycling. Children learn real-life skills and become self-reliant and autonomous individuals.

- The childminder provides children with healthy snacks, such as fruit and vegetables, with water or milk to drink. She takes the children to a weekly activity group where they can dance and exercise to develop their muscles. The childminder supports children's emotional well-being effectively by praising and encouraging their achievements. This helps children to develop resilience and perseverance.
- Partnership with parents is a priority for the childminder. The childminder involves parents effectively in their child's development. Together, they share children's interests and achievements and identify gaps in their learning. Therefore, the childminder is able to build a true picture of the child. This means that children make effective progress from their starting points.
- The childminder seeks out training opportunities to enhance her professional development. She has strong links with other childminders in the area. Together, they have formed a support network in the form of a weekly toddler group. The childminder uses this group to share ideas, model and evaluate her practice. This helps the childminder to reflect on the quality of her teaching practice.

Safeguarding

The arrangements for safeguarding are effective.

The childminder attends regular safeguarding training to keep her skills and knowledge up to date. She understands her responsibilities in relation to keeping children safe and knows the procedure to follow should she have any concerns about a child's welfare. The childminder has a valid paediatric first-aid certificate and monitors incoming incidents, accidents and medication. She carries out risk assessments continually throughout the day as potential risks arise. For example, she swiftly removes damaged toys and keeps small items out of the reach of the younger babies.

What does the setting need to do to improve?

To further improve the quality of the early years provision, the provider should:

- strengthen the use of effective questioning so that children have enough time to think deeply and respond.

Setting details

Unique reference number	EY224217
Local authority	Stockport
Inspection number	10285921
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	11
Date of previous inspection	24 October 2017

Information about this early years setting

The childminder registered in 2002 and lives in the Offerton area of Stockport. She operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children. She holds an appropriate early years qualification at level 3.

Information about this inspection

Inspector
Michelle Highcock

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 spoke to the inspector about children's learning and development, with a particular focus on communication and language.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The inspector observed the interactions between the childminder and the 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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