

Childminder report

Inspection date: 25 March 2025

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 safe and at home in the childminder's friendly, reassuring company. There is a buzz of lively conversation that promotes children's confident social development. Furthermore, it helps children to continuously add to the number of words that they know and say. During a water-play activity, children are fascinated to discover that they can use plastic cups to look down into the water. They see and discuss pictures of animals that live in the sea. The childminder teaches pre-school children that the 'star' is a 'starfish'. They learn the meaning of interesting words, such as 'tentacles'.

The experienced childminder's knowledge of how children learn is a strength of her provision. She sets consistent boundaries for children's behaviour that also allow them opportunities to make decisions and try things out. This helps children to learn the reasons for rules and they begin to self-regulate from a young age. Parents and carers praise the varied outings that the childminder plans. A recent tram ride took the childminder and children to Manchester's Chinatown. They visited a Chinese supermarket and ate noodles in a café. The exciting first-hand experience extended children's knowledge about the diverse communities that make up modern Britain.

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

- The childminder's curriculum includes lots of interesting things for children to do and learn about. All children make good progress in their learning and development. However, there are instances when the childminder does not identify clearly enough what she wants individual children to learn when they participate in adult-led activities. This does not promote the really precise teaching and assessment that aids their swiftest progress.
- The childminder completes training that refreshes and extends her knowledge of safeguarding matters. She knows how to seek advice and report concerns if she considers that a child is at risk of harm.
- Children enjoy snuggling up with the childminder to read stories. They become deeply absorbed in listening to the words and discussing the pictures. Children learn that printed words have meaning and this promotes their readiness to read when the time comes. The childminder takes children to choose books at the library. They use the 'open+' facility to gain entry during unstaffed hours. This teaches children to use digital technology in everyday life.
- Children often sing rhymes and songs with the childminder. This helps them to acquire the rhythm and structure of spoken English. The childminder skilfully pauses the songs to further promote children's thinking and learning. Children singing 'Old Macdonald had a Farm' take turns to choose an animal for each verse of the song. This means that they have to remember and apply their

knowledge of farm animals and the sounds that they make.

- The childminder helps children to understand words about number, size and shape. Toddlers proudly tell her that they have found a 'big' whale in the water play. Children know that the shark has 'lots' of teeth. The playful dialogue prepares children to apply mathematical concepts with understanding.
- The childminder promotes children's physical development effectively. Children squeeze really hard to extrude strands of play dough hair, then they use scissors to offer the little figures a haircut. This promotes children's small-muscle development. Children often visit the park with the childminder. They run fast. They climb on the climbing frame. The energetic activities help children to develop stamina, strength and balance.
- The childminder teaches children to follow rules and routines that keep them safe. They know that they must sit on chairs when they eat. This helps to avoid the risk of choking. Children wash their hands before eating. This helps to prevent tummy upsets. Pre-school children stand on low chairs and wave enthusiastically to the men emptying the wheelie bins. They learn to stand very still and to climb down carefully.
- The childminder gathers information from parents before children attend her provision. This helps her to establish starting points for children's learning. Parents and the childminder continually share information about children's progress and care routines. They pass progress reports to other settings that children attend or move to. This helps everyone to promote continuity in children's care and learning.

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:

- identify, even more clearly, something that children are intended to know or be able to do, as a result of participating in adult-led activities.

Setting details

Unique reference number	EY225203
Local authority	Stockport
Inspection number	10375782
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 3
Total number of places	6
Number of children on roll	3
Date of previous inspection	2 May 2019

Information about this early years setting

The childminder registered in 2002 and lives in Stockport. Her provision operates all year round, from 8am until 5.30pm, Monday to Thursday, except for bank holidays and family holidays. The childminder holds a qualification at level 3. She offers funded early education.

Information about this inspection

Inspector
Susan King

Inspection activities

- The childminder told the inspector about her plans for children's learning.
- The childminder and the inspector discussed children's progress and achievements.
- The inspector observed interactions between the childminder and the children.
- The inspector read written feedback from parents and took account of their views.
- Documents used in the childminder's setting 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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