

Childminder report

Inspection date: 16 January 2020

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

The childminder provides a friendly and homely environment. Children explore their surroundings freely and demonstrate they feel safe and secure. They independently access toys that are in the low-level units and use their experiences to lead their own play, which the childminder supports when appropriate. Children's sense of belonging and self-esteem is promoted well. The childminder genuinely values children's creativity. She displays their pictures on the wall in the playroom. Children have high levels of confidence and self-esteem; for example, they are excited to show visitors that they have their own hand towel to use when they wash and dry their hands. The experienced childminder forms positive relationships with children and their families. They call her name fondly and include her in their play. For example, during pretend play, children state, 'You have to save me from the spider,' as they run towards her.

Children enjoy their time in the childminder's home. The childminder plans activities that reinforce their knowledge of colours and numbers. Children confidently match objects with the same colours together, developing their early mathematical skills. The childminder encourages children to search for coloured pictures of birds hidden around the garden, which motivates them to learn. They learn positional language as they pretend to hunt for birds. They count how many they collected and post them into their 'bird's nest'. Children play well together and show a positive attitude during play. They take turns and learn to share resources fairly.

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

- The childminder understands the importance of working with other professionals. She has developed strong links with other childminders and the local authority advisers to keep her knowledge and practice up to date. She completes mandatory training, attends conferences and participates in online webinars. As a result, she has recently made changes to her outdoor play area to enhance children's play experiences.
- The childminder knows her children well. She observes children as they play and assesses their learning and development. She enhances their understanding through a range of stimulating activities and incorporates their interests to engage them. The childminder supports their early mathematical development skilfully. Children count numbers in sequence up to 10. They learn that counting can involve pointing at objects. However, some aspects of the curriculum, such as writing, are not as well organised.
- The childminder's partnership with parents is good. She shares information about what their children have been doing during the day. Parents are actively involved in their children's learning. Feedback from parents is positive. However,

this partnership can be enhanced further by encouraging parents to support their children's learning at home so children can make quick progress, such as when potty training.

- Children's physical skills are developing well. They have access to the garden where they enjoy playing with a variety of resources, such as slides and bicycles. Children peel stickers from magazines and position them carefully onto their books to show their parents. This helps to support good hand-to-eye coordination. Children receive lots of praise and are excited to receive stickers as praise for their achievements. The childminder encourages children to have a go and children confidently ask for help when needed.
- The childminder supports children's understanding of the world well. For example, children visit the local seamstress as they learn about the different jobs people do. The childminder plans a range of outings to the libraries, parks and toddler groups, and visits to older people. These learning experiences help children to socialise and meet others in the community. The childminder uses these opportunities to talk about similarities and differences in the world.
- The childminder provides a good range of imaginative learning opportunities. For example, children pretend to have a picnic and talk to the childminder about what she would like in her pretend cup of tea. Children use their imaginations freely as they dress up into their favourite character, such as 'Snow White'. They confidently tell visitors about the story and proudly demonstrate the dance moves.
- Children are confident communicators. The childminder provides a range of interesting books for children of all ages, which she also encourages children to take home. The childminder engages children in meaningful conversations and skilfully ask questions to encourage them to think, speak and recall past events.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her responsibility to keep children safe. She supervises children at all times and completes regular risk assessments, including visual checks to minimise hazards in her home. She knows the signs and symptoms that suggest a child is at risk of abuse or at risk of being exposed to extreme ideas or behaviours. She knows what to do and who to contact if she has any concern about a child's safety and welfare.

What does the setting need to do to improve?

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

- work in partnership with parents to support children who are ready to use the potty or toilet so children can make the progress they are capable of
- strengthen opportunities for children to draw, make marks and develop their

writing skills.

Setting details

Unique reference number	EY241251
Local authority	Stockport
Inspection number	10066051
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	2 to 7
Total number of places	6
Number of children on roll	5
Date of previous inspection	20 July 2015

Information about this early years setting

The childminder registered in 2002 and lives in Hazel Grove. She operates all year round from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a relevant early years qualification at level 3. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

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Inspection activities

- Documents used by the childminder were taken account of. The inspector viewed suitability documentation for all adults living in the childminder's home.
- The inspector took account of parents' views about the provision.
- The inspector spoke to the childminder and children at appropriate times throughout the inspection.
- The inspector looked at a selection of children's assessment records and planning, policies and procedures, and a range of other documentation.
- The childminder and the inspector completed a joint evaluation of an activity.

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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