

Childminder report

Inspection date: 20 April 2022

Overall effectiveness	Good
------------------------------	-------------

The quality of education	Good
--------------------------	-------------

Behaviour and attitudes	Good
-------------------------	-------------

Personal development	Good
----------------------	-------------

Leadership and management	Good
---------------------------	-------------

Overall effectiveness at previous inspection	Good
--	------

What is it like to attend this early years setting?

The provision is good

Children show that they feel happy and safe in the childminder's welcoming provision. They settle readily to a play dough activity with the childminder's assistant. Pre-school children succeed in using two hands to form smooth balls of dough. They look carefully to decide which ball is the biggest and which is the smallest. This helps children to learn about relative size. Younger children have fun rolling and throwing the balls. This helps them to discover more about the properties of spheres. Children find out that if they squash the balls really hard, they turn into flat round discs. This helps to strengthen children's arms and hands. The childminder and her assistant give children individual encouragement. They show that they are ambitious for each child's progress.

Parents and carers praise the support and reassurance that the childminder provided during the COVID-19 restrictions. She gave children time to get used to being back in her provision, then gradually reintroduced them to group activities in the wider community. They now participate confidently and welcome the company of other adults and children. Children behave well. They know the childminder's consistent expectations for their conduct. When children hear the lively tidy-up music, they willingly join in with clearing away the toys.

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

- The childminder gains information and training from a range of sources. She implements what she learns. For example, the childminder extended her knowledge of how young children begin to manage their own thoughts, feelings and actions. She now teaches children ways to regulate powerful emotions. This helps to promote children's self-control and readiness to learn.
- The childminder intends for children to continuously extend their vocabulary. She helps them to learn words such as 'centipede' and 'scorpion' when they play with plastic models of small animals. However, there are occasions when she does not model words and short phrases consistently. This does not help children to make the swiftest possible progress in learning to speak.
- The childminder and her assistant understand how children learn. They encourage children to explore freely and follow their own lines of enquiry. Toddlers work hard to lock and unlock the interesting fastenings attached to the garden fence. They repeatedly hold and release the springy door stop. It vibrates noisily and satisfyingly. Children therefore learn first hand about the power of metal springs.
- Children eat a balanced diet. They know that fruit is healthy and that eating cheese makes their bones strong. This knowledge helps children to make informed choices about food. Children learn habits that contribute to their safety and well-being. They know that they must wear hats and apply sun cream

before they go outdoors on hot days.

- Children learn to count and use numbers as they play. The childminder helps them to notice that small animals have different numbers of legs. They count the legs and find that centipedes have lots of legs, while caterpillars have none. Children therefore hear and use words that describe quantity. They learn that every number has a precise value.
- Parents say the childminder achieves the right balance between a professional and personal relationship with them. They are pleased with how she shows them that play activities link to what she intends children to learn. Parents comment that the childminder's clear communication helps them to continue children's learning. This helps everyone to work together to promote children's progress.
- The childminder is an active member of a group of local childminders. They praise her 'unwavering support'. Members of the group observe each other's practice. They offer ideas and advice about what they see. The childminder takes account of this insightful peer support when she evaluates her provision.
- The childminder teaches children about the wider world. They go on walks and join in with group activities in the local area. The childminder encourages children to talk and think about events that concern them, such as war. She works closely with parents to address difficult subjects appropriately and consistently. This helps to inform children's thinking and reassure them.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant attend training that refreshes and updates their knowledge of child protection matters. The childminder checks that her assistant understands the provision's safeguarding policy. Her assistant knows what to do if an allegation about the childminder's behaviour towards children is made. The childminder demonstrates her capacity to recognise signs that children's welfare could be at risk. She takes prompt action to seek and act on advice from the local authority safeguarding team. The childminder teaches children rules that help to keep them safe. For example, children learn that they must not share details about their identity with anyone online.

What does the setting need to do to improve?

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

- strengthen techniques for modelling language, so that children rapidly learn the words they need to express their knowledge and ideas.

Setting details

Unique reference number	EY249281
Local authority	Stockport
Inspection number	10071292
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 11
Total number of places	12
Number of children on roll	15
Date of previous inspection	8 April 2015

Information about this early years setting

The childminder registered in 2003 and lives in Stockport. Her provision operates all year round, from 7am to 6.30pm, Monday to Friday, except for bank holidays and family holidays. She holds a qualification at level 3. The childminder provides funded early education for two-, three- and four-year-old children. She works with one full-time assistant. Three members of the childminder's family work as assistants on an occasional or part-time basis.

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 provider and has taken that into account in their evaluation of the childminder.
- The childminder and the inspector discussed the childminder's intentions for her curriculum. They considered the impact of activities on children's progress.
- The inspector observed interactions between the childminder, her assistant and the children. She spoke with and played with children.
- Parents spoke with the inspector. She read their written feedback and questionnaires. The inspector took account of parents' views.
- Documents used in the childminder's setting were sampled by the inspector. The inspector checked evidence of the suitability of the childminder and her assistants.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2022