

Childminder report

Inspection date: 11 September 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 enjoy their time with this friendly and nurturing childminder. They are happy, safe and well cared for. Children settle quickly because the childminder gathers key information from parents. They form strong bonds with her and often seek cuddles and reassurance.

The childminder places a strong focus on developing communication and language. She models language effectively, repeats words clearly and asks effective questions to extend vocabulary. She gives children time to think and respond. For example, during role play, she encouraged children to talk about what might happen if a police bike crashed, and in the 'Silly Soup' game she repeated sounds to support correct pronunciation. Children gain confidence in speaking and enjoy practising new words in play.

Children show positive attitudes to learning. They become deeply engaged in sand play as they use diggers to build roads and tunnels. With gentle reminders to share and take turns, they learn to cooperate and play well together. Children behave well, concentrate for long periods and take pride in their achievements. The environment is thoughtfully arranged to support learning and social skills.

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

- The childminder knows what she wants children to learn. She has devised a clear curriculum that covers all seven areas of learning. This curriculum is a blend of child-led play and adult-planned activities. Overall, the childminder plans engaging opportunities linked to children's current interests and next steps. She interacts with children during play, extending their knowledge beyond what they already know. Children make good progress in their learning.
- Overall, the childminder supports children to develop their self-care skills. She encourages them to wash their hands and feed themselves at snack times. However, she does not consistently make full use of opportunities to extend these skills further. For example, she often peels and chops bananas for children and pours their drinks, rather than encouraging them to do this for themselves. In addition, children are not routinely asked to tidy up after activities, which limits their independence.
- In the main, the childminder uses her knowledge of children's developmental stages and next steps to support learning during play. However, on occasion, she does not always adapt her teaching during small-group activities to meet the needs of younger children as consistently as possible. At these times, the learning of younger children is less well considered.
- Children have many opportunities to develop their physical skills. They confidently ride wheeled toys, while younger children proudly master skills using

ride-on toys. Sand and water play allow them to scoop, pour and fill, strengthening hand-eye coordination and fine motor control. This helps children to build strength and coordination.

- Mealtimes are sociable and used as opportunities for learning. Children count plates, talk about their food and sing songs, such as the 'banana rhyme', which makes snack times enjoyable. The childminder talks to children about healthy choices and works closely with parents to ensure food provided supports children's health. This helps children to understand the importance of good nutrition.
- The childminder weaves mathematics into daily activities and routines. For example, she helps younger children to count bricks as they build. Older children confidently name shapes and colours and use mathematical language, such as 'half' and 'length', as they play. Children are developing important mathematical skills in a fun and meaningful way.
- The childminder broadens children's understanding of the local and wider community. She plans regular outings to parks, museums and playgroups, as well as frequent walks in the local area. These experiences give children opportunities to learn beyond the home and to develop confidence in different social situations.
- The childminder reflects well on her practice and is committed to professional development. She has recently completed safeguarding training and seeks advice from peers and professionals. For example, she accessed support around sensory needs to help her adapt strategies within the setting. This reflective approach enables her to tailor the provision effectively to children's needs.
- Parents are highly complimentary about the childminder. They value the daily updates and practical advice she provides to support learning at home. Close partnership working between the childminder and parents ensures children benefit from a consistent approach to their learning and development.

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:

- provide children with consistent opportunities to develop their independence further
- enhance teaching during group times to help young children fully participate in the planned learning.

Setting details

Unique reference number	EY280216
Local authority	Stockport
Inspection number	10398768
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 10
Total number of places	6
Number of children on roll	12
Date of previous inspection	8 November 2019

Information about this early years setting

The childminder registered in 2004 and lives in Marple, Stockport. She operates all year round, from 7.30am to 6pm, Monday to Friday, except for family holidays. The childminder provides funded early education.

Information about this inspection

Inspector

Liz Thomson

Inspection activities

- The childminder showed the inspector around the premises and discussed how she ensures that they are safe and suitable.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their curriculum.
- The inspector observed the interactions between the childminder and children.
- The childminder provided the inspector with a sample of key documentation on request.
- Parents shared their views of the setting with 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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