

Childminder report

Inspection date:

16 August 2021

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Inadequate

What is it like to attend this early years setting?

The provision requires improvement

The childminder provides a safe and welcoming environment. Children are happy and settled in her care. Following a temporary closure, during the COVID-19 (coronavirus) pandemic, the childminder prioritises good hygiene practices. On arrival, and at appropriate times during the day, children wash their hands independently. This routine helps them to develop good personal hygiene habits and supports them to gain independence. The childminder has a secure understanding of children's care needs. She makes good use of this information to help children to feel settled and secure. Children behave well and show respect for each other. They are able to resolve minor conflicts.

Children demonstrate that they feel confident in the childminder's company. They freely make their own selections from a large range of toys and equipment. They laugh and take great pleasure in painting the childminder's arms and hands during a craft activity. The childminder follows children's interests and play ideas well to help them to enjoy their time in the setting. However, she does not implement her curriculum for their learning effectively enough. Children are not consistently helped to consolidate what they have already learned or challenged to learn what they need to know next. Activities do not consistently sustain their attention. This means that children are not making good progress in some areas of learning.

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

- The childminder is keen to improve the quality of education. She has swiftly addressed the actions set following the previous inspection. To improve her own professional development, the childminder has completed training on how children learn and develop. However, she has not had time to embed her new learning into practice, which is not yet consistently good.
- Although the childminder knows the children well and has clear intentions for their learning, she does not consistently plan activities and experiences which support well-sequenced progression. For example, despite assessing a need to help children build on recently developed counting skills, the childminder does not support them to consolidate what they already know and can do. She does not then model when further counting becomes tricky. Children do not make consistently good progress in mathematics.
- The childminder's curriculum for early literacy is not implemented consistently well. Despite the childminder providing some interesting books and opportunities for making marks she does not extend this. Although she knows it is a priority, the childminder does not implement a wide range of opportunities to develop children's interest in recognising words or letters which have meaning to them. Children are not supported to make attempts to recognise letters in their own name.

- The childminder promotes children's personal development and positive behaviour. Children are polite and well mannered, saying please and thank you. They are considerate towards each other and have skills to manage their own behaviour. For example, they happily wait for a turn of their favourite toy.
- The childminder helps children to learn about the wider world. They learn about similarities and differences between themselves and other people, as they learn about festivals and other cultures. Children also learn about nature. They tell the inspector they enjoyed eating strawberries that they had planted, watered and watched grow.
- The childminder teaches children about how to keep themselves healthy and safe. The children talk about not running around indoors as they could fall over and get hurt. They also understand the importance of good hygiene procedures. For example, they talk about how they can have healthy teeth and that they know to look after them by regularly cleaning them.
- Children regularly spend time outdoors as the childminder takes them on walks and outings. Children develop their physical skills as they run around during outings and in the garden.
- The childminder gets to know children and their families well from the start. She has an effective settling-in process and finds out about children's routines, their likes and dislikes before parents leave children in her care. She uses this information well to help children feel settled and secure.
- The childminder works closely with parents and regularly seeks their views to evaluate the strengths and weaknesses of her provision. For example, they share ideas on how to encourage children to try a variety of different foods. Parents compliment the childminder for the care she provides and how their children have thrived while attending.

Safeguarding

The arrangements for safeguarding are effective.

The childminder attends regular training to keep her safeguarding knowledge up to date. She is aware of signs that may indicate a child is at risk of harm, also that any changes in a child's behaviour may give her a cause for concern. The childminder has clear procedures to follow should she become concerned about a child's welfare or well-being. She ensures that children are safe and secure as she clearly identifies hazards and that no unauthorised person can enter the premises.

What does the setting need to do to improve?

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

- embed knowledge gained from training, to improve the quality of education and help children to make good progress in their learning
- improve the way intentions for each child's learning are implemented, planning

well-sequenced activities which take account of each child's interests, help children to fully engage and sustain their concentration

- develop the curriculum for literacy, providing increased opportunities for children to learn how to recognise words or letters that have meaning to them and to make marks for a purpose.

Setting details

Unique reference number	EY282355
Local authority	Stockport
Inspection number	10149290
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 4
Total number of places	6
Number of children on roll	3
Date of previous inspection	2 March 2020

Information about this early years setting

The childminder registered in 2004 and lives in Stockport. Her provision operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a qualification at level 3. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Alison Tranby

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in the evaluation of the provider.
- The inspector completed a tour of the childminder's home. The intended learning opportunities available for children were also discussed.
- Parents' written statements were taken into consideration by the inspector.
- Discussions were held at convenient times with the children and the childminder.
- The inspector observed an activity and evaluated the impact on children's learning.
- Relevant documents were reviewed by the inspector, including qualifications and children's records.

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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