

Childminder report

Inspection date:

25 July 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

Requires improvement

What is it like to attend this early years setting?

The provision is good

Children thrive in the childminder's care due to the secure relationships she fosters. They enter confidently, find their own name to self-register then happily sit on the childminder's knee and chat. The childminder listens with interest as children tell her about their recent holiday experiences. Their conversation is extended as the childminder asks relevant questions which encourage deeper thinking and recall. As they play together, the childminder makes very good use of their fluid conversation to introduce different possibilities for learning, including new words. Children demonstrate their increasing mathematical vocabulary. They frequently use words associated with shape, size and number; describing the 'tiny' or 'massive' craft pom-poms along with the 'millions' of crayons. The childminder's good understanding of how children learn helps her to spontaneously adapt activities and extend children's learning. Children's attention is sustained for long periods and they make good progress in her care.

Children know they are loved and valued. Their personal development is promoted well. The childminder supports the development of their unique characters and enables them to think creatively and behave independently. Children share humour and jokes with their childminder, and they laugh and giggle together. They confidently choose the resources they want to use on the craft table and follow their own interests and ideas. Children know when they are hungry or thirsty and can meet their own personal care needs. They say they like the 'crayons and crafts' and that the childminder makes them laugh. Children are developing the kinds of attitudes which support them to become independent thinkers and learners.

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

- Since the previous inspection, the childminder has continued to improve. Her focus on updating her knowledge and reflecting on her practice, is helping her to more precisely consider her role in supporting children's development. The childminder prioritises enhancing children's learning through play and additional planned experiences. For example, she specifically provides small tools and equipment, such as tongs to pick up craft pom-poms, as a way to promote children's physical skills. She is committed to sustaining the improvements made which have a positive impact on children's care, learning and progress.
- The childminder is fully aware of children's capabilities and what motivates their engagement in learning. She adapts the curriculum to help them achieve. For example, she makes good use of a child's sustained interest in transport, providing printed pictures of lorries to motivate interest in mark-making, and transport books to motivate interest in reading. This helps her to successfully support all children to access the curriculum as fully as possible.
- Children are eager learners. They receive good levels of support to help them to

succeed. For example, children persevere and demonstrate a can-do attitude as they attempt to use scissors to cut play dough. The childminder encourages children and demonstrates well how to hold the scissors safely and correctly. Children rise to the challenge and beam with pride when they complete this tricky task.

- The curriculum for mathematics is improving. The childminder gives real thought to how she can extend mathematical thinking in play. For example, when the childminder knows children can count five items confidently, she encourages them to think what the next number is, or 'one more'. This supports the early foundations for calculation.
- The childminder has given some consideration to enhancing the educational programmes which promote literacy. She ensures that a wide selection of books are readily available. Children enjoy listening to stories and know that print carries meaning. The childminder provides meaningful opportunities for children to recognise some names and letters which are important to them. She responds to children's interest in making marks for a purpose. However, the childminder does not consistently use the sounds that represent letters or encourage children to understand language of direction when beginning to copy letters. She does not have a secure knowledge of how to sequence this learning, to help support children's future reading and writing skills effectively.
- Children develop understanding of the different needs of a small group of friends. The childminder enhances some of their social experiences by planning outings with other childminders into the community. Since COVID-19 however, children have had fewer opportunities to develop social confidence in large groups, to contribute to the otherwise good support for their transition to nursery or school.
- Parents comment very positively on the quality of care and education their children receive. They say their children benefit from the additional experiences the childminder provides, for example, outings to petting farms and local play parks. Parents value the artwork, photographs and regular feedback they receive, which keeps them well informed about children's activities and their progress. Assessment information is also shared with other professionals, such as health visitors or teachers where appropriate. This helps all relevant adults work together to understand and meet children's needs.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has undertaken safeguarding training. She clearly understands what would constitute a safeguarding concern and to where she should report any concerns. The childminder ensures the house and garden is secure and that any risks have been minimised. This includes measures to minimise any potential risks associated with family pets. The childminder manages her provision safely. She helps children understand how to behave safely, for example, when holding and using scissors. She provides parents with clear information about how she operates. She also provides guidance leaflets to help keep children safe, such as in

food safety and how to help prevent choking.

What does the setting need to do to improve?

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

- further enhance the curriculum for literacy, to help children sequentially develop the skills they need to support later reading and writing
- broaden opportunities for children to develop social confidence in larger groups and in unfamiliar situations.

Setting details

Unique reference number	EY282355
Local authority	Stockport
Inspection number	10206890
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	16 August 2021

Information about this early years setting

The childminder registered in 2004 and lives in Stockport. Her provision operates all year round from 8am to 5.30pm, 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

Angela Rowley

Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector observed the quality of education provided. She assessed the impact activities had on children's learning. She discussed with the childminder how the curriculum is planned and implemented.
- The inspector spoke to the childminder and the children present at convenient times throughout the inspection.
- The inspector checked all areas of the premises used by children.
- The inspector looked at relevant documentation.
- The inspector took account of the views of children and parents.

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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