

Childminder report

Inspection date: 13 June 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 show they are settled and feel secure in the childminder's home. They confidently move around the space, asking for favourite toys and explaining what they would like to do. This shows that children are confident to express their views. The childminder further promotes this sense of belonging in her warm interactions with children. The childminder aims to ensure that children have fun while learning. She provides a diverse curriculum that considers children's interests. For example, knowing that children enjoy playing outdoors, the childminder offers a variety of exciting and engaging activities. As a result, children play and learn happily.

Children show pride in their achievements. When they master blowing bubbles from the pot, children are keen to show the childminder how big they can blow them. Children receive praise from the childminder for their achievements, helping to raise their self-esteem and confidence. This results in children developing a positive attitude towards learning.

The childminder supports children to behave in a positive way. She encourages children to share with each other by showing them what to do and being a positive role model. When children occasionally need support with their behaviour, the childminder speaks to them calmly and sensitively and shows them what to do. The childminder praises children when they are doing the right thing.

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

- The childminder provides a clear curriculum for adult-led activities. She provides clear guidance to children on how to build using magnetic bricks. Children are deeply engaged as they twist and turn the bricks connecting them. They learn how to follow instructions. However, although children enjoy playing and interacting, the childminder sometimes moves too quickly from one thing to another. This means children, especially older children, are not provided with opportunities to develop attention and concentration skills.
- Children enjoy daily opportunities to be active and enjoy fresh air in the childminder's garden. They make good progress in their physical development and access resources that support their large motor skills. The childminder completes ongoing risk assessments and deploys herself well when outdoors. However, the childminder does not use all opportunities to help children to understand how to identify and manage risks in their environment. This affects children's ability to manage risks they may encounter.
- Children begin to incorporate early mathematical concepts in their activities. The childminder uses language for size, amount, colours and shapes as children play. For example, while connecting the bricks to make patterns, she counts the colours and supports the children to recognise the next colour in the pattern.

Children work on problem-solving and critical thinking while they explore the puzzles. This helps children to establish skills for future mathematical achievements.

- The childminder ensures that children's communication and language skills develop well. The childminder enhances these skills through nursery rhymes, stories and role play. There are plenty of opportunities for children to initiate conversations with adults and their peers. For example, children ask 'what is for lunch' as the childminder prepares their meal. The childminder is responsive to all the children. She repeats words several times to help children develop their vocabulary and become confident communicators.
- The childminder is committed to developing and extending her skills and knowledge. She attends relevant online training and uses new information to shape the provision for children. For example, the childminder has recently completed autism training, which has helped her to gain an understanding of how to handle certain situations that children with autism may face.
- Parents appreciate how well cared for their children are with the childminder. They receive daily feedback that makes them feel included in their children's time at the setting. Parents explain that the childminder is approachable, and they love the range of activities that children have access to. The childminder shares regular reports to keep parents up to date about their child's progress. This helps to ensure a consistent approach to children's 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:

- allow children more time to explore and engage in activities to help develop their focus and concentration levels
- improve skills to fully support children's knowledge and understanding of how to identify risks themselves.

Setting details

Unique reference number	EY285093
Local authority	Stockport
Inspection number	10380822
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 16
Total number of places	6
Number of children on roll	8
Date of previous inspection	25 June 2019

Information about this early years setting

The childminder registered in 2004 and lives in Stockport. She operates all year round from 7.30am until 6.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate early years qualification at level 3. The childminder provides government funded places.

Information about this inspection

Inspector

Liz Thomson

Inspection activities

- The childminder showed the inspector the premises and discussed how they ensure 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 early years foundation stage curriculum.
- The childminder spoke to the inspector about children's learning and development, with a particular focus on communication and language.
- The inspector observed the interactions between the childminder and the children.
- Parents shared their views of the setting with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.

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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