

Childminder report

Inspection date: 14 October 2024

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

The childminder gives children lots of praise and encouragement as they play. She tells them how well they are doing. Children are happy and safe in her care. The childminder supports children to demonstrate good behaviour. She talks to children about the things they are doing and provides lots of explanations. This helps children to understand what is expected from them. Children listen well and can follow instructions. The childminder talks to children as they play and introduces new vocabulary. For instance, as they talk about the features on a owl, the childminder introduces new words such as beak and wings. Children use language well to describe the things they are discussing.

The childminder has high expectations of children. She offers experiences for children which build upon what they already know. For example, the childminder takes children on trips to the museum and library where they enjoy talking about the things they can see. This helps to extend children's knowledge and understanding. Children demonstrate positive attitudes to learning. The childminder makes careful observations of children as they play and assesses what they are capable of doing. She uses this information well to plan opportunities that support children to make good progress in their learning and development.

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

- The childminder implements an effective curriculum to support the development of children's communication and language skills. She reads stories with children and extends their understanding using props. Children develop a love of books. Their early literacy development is further enhanced as retell favourite stories.
- The childminder works with children to develop their personal, social and emotional skills. She takes children to playgroups where they can play with other children in larger groups. This helps children to learn how to interact with others.
- The childminder builds children's confidence. She listens respectfully to the choices they make and follows their ideas. For example, when children are painting, the childminder asks them if she can turn their paper around. She respects children's wishes when they say no. Children demonstrate good levels of self-esteem.
- The childminder creates an educational programme aimed at developing children's physical skills. Children enjoy using paintbrushes to make pictures about things that interest them. They use paintbrushes with increasing control to make patterns and pictures. Children's physical skills and coordination are developing well.
- There are some occasions where the childminder does things for children that they are capable of doing themselves. For example, she puts numbers in order for them and puts away toys after asking children to do so. This does not

support children to be fully independent.

- The childminder teaches children about similarities and differences. They play with characters of different ethnicities and read stories about disabilities. This helps children to learn about the world around them.
- The childminder encourages children to explore and experiment. For example, children discover what happens when they paint their hands and make marks on paper. Children benefit from lots of opportunities to test out their own ideas.
- The childminder has built good relationships with parents. She talks daily with parents about children's development stages and sends photos of the experiences they have been engaging with. The childminder communicates with parents about how to meet children's care and education needs. As a result, children benefit from a consistent approach.
- The childminder supports children to participate in healthy lifestyles. Children clean their teeth in the childminder's care and have healthy snacks. This helps children to learn about a healthy diet and good oral health.
- The childminder thinks carefully about the service she provides to children and their families. She reflects upon ways in which she can continually improve. For example, she now rotates toys so that the resources available to children are those that interest them most. This helps children remain engaged in their play.

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:

- increase opportunities for children to become more independent, so they can complete tasks they are capable of doing themselves.

Setting details

Unique reference number	EY292089
Local authority	Stockport
Inspection number	10355209
Type of provision	Childminder
Registers	Early Years Register
Day care type	Childminder
Age range of children at time of inspection	2 to 9
Total number of places	6
Number of children on roll	2
Date of previous inspection	21 November 2018

Information about this early years setting

The childminder registered in 2004 and lives in Stockport, Cheshire. She operates all year round from 8am to 5.30pm, Monday to Friday, except bank holidays and family holidays.

Information about this inspection

Inspector

Joanne Ryan

Inspection activities

- The childminder showed the inspector the premises and discussed how they ensure it is safe and suitable.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- Children spoke to the inspector during the inspection.
- The inspector observed the interactions between the childminder and 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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