

Childminder report

Inspection date: 30 May 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

The childminder provides a welcoming and nurturing environment where children feel comfortable and safe. The childminder seeks information from parents and carers about their children's care routines and past experiences before they begin at the setting. This helps to settle children and supports their emotional well-being. The childminder has developed an ambitious curriculum that considers children's interests and their individual needs. For example, she uses building blocks to support children to develop their mathematical knowledge as they compare the height of the structures they build. All children make good progress from their starting points in development. The childminder models the behaviour she expects and encourages good manners. Children know the routine well. They share resources, help with tasks and behave well.

The childminder provides opportunities for children to explore their community. Children regularly use public transport and visit the supermarket to choose their own fruits and vegetables. This supports children to gain confidence in social situations. The childminder uses trips to the local library to enhance children's opportunity to explore books and promote their communication skills. Babies enjoy exploring books and babble as they attempt to turn the pages. Children develop a love of reading from an early age. Partnership with parents is good. The childminder works closely with parents to develop children's self-care skills, such as toileting. These opportunities provide continuity of care for children.

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

- Overall, the childminder plans a broad curriculum that supports children to be ready for their next stage in learning, such as school. She uses a mixture of child-led and adult-led experiences to build on children's knowledge and skills. For example, children show good pencil control as they make marks on paper. However, the childminder has not incorporated opportunities into her curriculum for children to develop an understanding of online safety. This means that children are not best prepared for the increasing role technology plays in young people's lives.
- The childminder creates an environment rich in language. She listens to what children say and enters meaningful back-and-forth conversations. In addition, when reading stories to children, the childminder provides opportunities for children to learn and repeat new words and phrases, such as 'blast off'. Children are confident communicators.
- The childminder plans activities to extend children's physical skills. For example, she encourages younger children to develop their leg strength and walking skills, using resources to aid them. The childminder uses regular walks to the park to further build on children's large-muscle skills. She supports children's physical

development well.

- The childminder supports children to behave well and be kind to their peers. When children face emotional struggles, she uses techniques she has learned to support children to regulate their emotions. For example, children take time to practise calming skills, such as taking deep breaths and smelling the flowers. This helps children to learn to manage their feelings and to quickly join back in with their learning.
- The childminder knows children well. She uses information from parents when they arrive at the setting to plan her starting points. In addition, she completes regular assessments on each child to observe their progress, such as completing the progress check for children aged between two and three years. This enables her to identify any gaps in children's learning and provide interventions where necessary.
- The childminder fosters children's good health by offering a variety of home-made nutritious meals and snacks. Children have access to drinking water throughout the day and with their mealtimes. Alongside information-sharing with parents, the childminder talks to children about ways to support their oral health. This helps children to learn ways to support their own healthy lifestyles.
- The childminder works well with other professionals, such as early years workers from the local authority. She implements new knowledge and uses this to make positive changes to her environments. For example, the childminder has recently reviewed and changed her risk assessments. This helps to keep children safe.
- The childminder is passionate about upskilling her teaching skills and reflecting on her practice. She accesses various training opportunities to help extend her knowledge. For example, the childminder has recently completed training to enhance her knowledge in supporting children's behaviour and feelings. The childminder is skilful at precisely identifying professional development opportunities that help to enhance her skills.

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:

- enhance the curriculum to develop children's knowledge and understanding of ways to keep themselves safe when using the internet.

Setting details

Unique reference number	EY320534
Local authority	Stockport
Inspection number	10388196
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	7
Date of previous inspection	2 July 2019

Information about this early years setting

The childminder registered in 2006 and lives in Reddish, Stockport. She operates all year round, from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. She offers the government funded places for childcare and receives specific funding for disadvantaged children.

Information about this inspection

Inspector

Jade Patten

Inspection activities

- The inspector held a discussion with the childminder in relation to the leadership and management of the setting. She looked at relevant documentation, such as evidence of the childminder's suitability to work with children.
- The inspector took account of parents' views from their written feedback.
- 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 her early years provision, including the aims and rationale for the curriculum.
- The inspector discussed safeguarding procedures with the childminder.
- The inspector observed the quality of interactions between the childminder and the children.

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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