

Childminder report

Inspection date: 12 April 2022

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 are happy and comfortable with the childminder. They feel safe and secure in the welcoming environment. They explore freely and choose what they want to play with. Children understand what is expected of them and behaviour is managed consistently. For example, the childminder encourages children to take turns with toys. This helps children to behave well.

Children enjoy interesting activities that are engaging and enjoyable. They giggle and show delight as they make chocolate crispy cakes, talking about the texture and practising their stirring skills. Children of all ages develop a love of reading and singing songs such as 'Twinkle, Twinkle Little Star'. Learning builds on what children already know. For example, children who are confident with letters learn about lower-case and upper-case letters. All children are challenged and make good progress.

Children learn how to care for animals and eagerly stroke the bearded dragon, Fred. They talk about how his scales feel lumpy and bumpy. Children have a positive attitude towards each other. Older children show care and consideration towards younger children. They are encouraged to be polite and kind to one another. Parents comment on the strong bond children have with the childminder and praise the 'stable and loving environment'.

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

- Learning builds on what children already know and progresses over time. For example, young children learn basic numbers, and concepts such as bigger and smaller. Older children solve number problems and use language such as 'opposites' and 'halves'. Children's learning is continually extended, which helps all children to make good progress.
- The childminder asks probing questions to encourage children to solve problems. However, at times, the childminder does not give children enough time to answer. For example, as children build towers, they comment that some objects do not balance on top of others. The childminder asks them why this happens, but quickly answers the question for them. Children do not have chance to develop an answer or investigate the possibilities on their own. Their critical thinking skills are not fully promoted.
- The childminder assesses children continually through observations. She has a good knowledge of child development and is able to identify what children already know and what they need to learn next. She teaches children through planned activities as well as extending their knowledge and skills through play. For example, as children play with cars, the childminder encourages them to count the wheels and to line them up in order of size.

- Children's independence is promoted well. For example, younger children collect their own coats and shoes, while older children put them on independently. The childminder encourages children to develop independence in preparation for school. This helps children to be ready for the next step in their education.
- Children of all ages are encouraged to follow the rules and tidy up. For example, even the youngest children help to put blocks away in the basket before starting a new activity. These high expectations support children's positive behaviour.
- Children are keen to try new things and have a positive attitude towards learning. Children of all ages are able to express their wants and needs. For example, older children ask politely if they can play with building bricks. Younger children ask to read by choosing a book about boats and asking for 'row row'. This means the childminder can promptly follow their lead.
- The childminder has a good relationship with children. They seek comfort from her and she readily gives them cuddles and reassurance. The childminder settles children by talking to them in a soothing voice and singing songs. The childminder knows children well and responds to their individual needs. For example, when children have food on their hands, she quickly wipes it off. She knows they do not like having dirty hands. Children feel secure and are able to grow in confidence.
- The childminder keeps up to date with all mandatory training. However, she has recognised that she needs to seek out further training to develop her practice and subject knowledge. This will help her teaching to improve over time.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is alert to possible signs of abuse. She knows what steps to follow if she has concerns about a child. The childminder is vigilant and makes sure children are safe at all times. For example, when she leaves the room, she moves a small child down from a dining chair. This demonstrates the childminder's ability to assess risk and act appropriately. The childminder has thought about safety in her open-plan space. Hazardous substances are not accessible and children are only allowed supervised access to the kitchen area. The childminder attends training to help keep her safeguarding knowledge up to date.

What does the setting need to do to improve?

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

- support children's critical thinking further by allowing them more time to reflect when answering questions
- focus more precisely on developing a targeted programme of professional development so that teaching and learning improves over time.

Setting details

Unique reference number	EY332423
Local authority	Stockport
Inspection number	10231748
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	9
Date of previous inspection	8 September 2016

Information about this early years setting

The childminder registered in 2006 and lives in Stockport, Manchester. She operates all year round, from 7.30am to 5.30pm, Monday to Thursday, except for bank holidays and family holidays. The childminder holds a recognised early years qualification at level 3. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Amanda Richards

Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the childminder.
- The inspector viewed the environment and assessed the safety and suitability of the premises.
- The childminder spoke to the inspector about their intentions for children's learning.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- Parents shared their views of the childminder with the inspector.
- The inspector carried out a joint observation with the childminder.

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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