

Childminder report

Inspection date: 26 August 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 form secure emotional attachments to the childminder, who provides a warm and nurturing environment. They seek comfort and reassurance from her, often snuggling into her with smiles and affection. The childminder responds with genuine warmth, offering smiles and gentle, encouraging interactions. This consistent support fosters children's self-esteem and strengthens their sense of belonging.

The childminder implements an ambitious and engaging curriculum that is closely aligned to children's interests. She makes effective use of the local community to broaden children's experiences, which sparks their curiosity about the world around them. For example, children recall with enthusiasm the details of the birds they observed during an outing, demonstrating their developing knowledge and enjoyment of nature. The childminder praises children's efforts and achievements that motivate them to persevere and develop positive attitudes towards learning.

The childminder has high expectations for all children. She models respectful behaviour and actively promotes the development of good manners. Children respond positively, demonstrating kindness towards one another, such as thanking friends who pass them toys. These experiences support children in forming strong friendships and developing important social skills.

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

- The childminder provides a wide range of engaging activities that capture children's interests and support learning across different areas. She has a clear curriculum and plans creative experiences that encourage exploration, problem-solving and building on what children already know. However, planning does not always take full account of the differing needs and stages of children. This sometimes means activities are less accessible, and some children lose focus when tasks are too difficult.
- Mathematical learning is woven into daily routines and activities, providing children with regular opportunities to practise and apply their skills. The childminder makes effective use of everyday experiences, such as counting fruit at snack time, comparing shapes during play and exploring patterns with blocks. This helps children to see mathematics as meaningful and enjoyable. This helps children to develop confidence in using number, shape and colour, which prepares them well for the next stage of their learning.
- The childminder encourages children to use their imagination in play and helps them develop it further. They have access to a wide range of resources to support this. For example, in a role-play café, the children take on the role of the server and ask the childminder whether she would like milk with her tea. They

build storylines together, and the childminder uses questioning and prompts to extend and enrich their play. This supports children's social and communication skills and builds confidence as they learn to express ideas and take on different roles in play.

- The childminder provides a language-rich environment and engages children well in conversations, supporting their developing communication and vocabulary. She listens attentively and responds to children's interests, encouraging them to express themselves confidently. At times, however, she does not consistently model the correct pronunciation of words. This occasionally limits children's opportunities to hear accurate language structures and refine their own speaking skills.
- The childminder provides learning opportunities to support children's understanding about the community and the wider world. She provides an inclusive setting where all children feel valued. She actively promotes diversity through meaningful celebrations, stories and play resources that reflect different cultures and family backgrounds. Children learn to respect and enjoy differences, developing a positive sense of identity and belonging.
- Health and self-care are well promoted, with balanced home-cooked meals and snacks and daily outdoor activity. Children learn about hygiene routines, and mealtimes are used to build independence and encourage healthy choices.
- The experienced childminder thoroughly enjoys her role. She keeps up to date with mandatory training, such as first aid and safeguarding. In addition, the childminder accesses a range of professional development opportunities to enhance her skills and understanding further.
- The childminder builds strong partnerships with families. Parents receive daily updates and are well informed about their children's learning and development. They appreciate how the childminder shares strategies so that skills and behaviours worked on in the setting can be consistently supported at home. Her effective communication with parents ensures continuity of care and learning, which has a positive impact on children's confidence and well-being.

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:

- refine curriculum planning to ensure that activities are consistently adapted to children's different stages of development, so all children remain fully engaged and make strong progress

- model the correct pronunciation of words consistently so that children have clear examples to support their developing speech and language skills.

Setting details

Unique reference number	EY338242
Local authority	Stockport
Inspection number	10398062
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	3 to 3
Total number of places	6
Number of children on roll	2
Date of previous inspection	2 October 2019

Information about this early years setting

The childminder registered in 2006 and lives in Stockport. She operates all year round, from 7.30am to 5.30pm, Monday to Wednesday, except for family holidays. The childminder is registered to provide funded early education for children.

Information about this inspection

Inspector

Liz Thomson

Inspection activities

- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The childminder and the inspector discussed how the childminder organises her early years provision, including the aims and rationale for the early years foundation stage curriculum.
- The inspector observed the interactions between the childminder and children.
- The childminder provided the inspector with a sample of key documentation on request.
- Parents shared their views of the setting with the inspector.

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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