

Childminder report

Inspection date: 24 June 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

Children have named this setting as the 'best place in the world'. The childminder and her co-minder create a warm and welcoming family environment for the children. This helps children settle quickly and feel secure in their environment. Children confidently express their wants and needs, and the childminder quickly acts to support them. For example, when children express an interest the childminder and her co-minder swiftly follow the children's lead to help support their play and learning.

The childminder and her co-minder have thought carefully about the experiences children have while in their setting, to help prepare them for school. Younger children are provided with different levels and terrains in the outdoor area to help them develop into skilful walkers. Older children develop the knowledge of how things work as the childminder asks well-thought-out questions during a floating and sinking activity. By the time children reach pre-school age they are eager learners who display positive attitudes to learning new things. The childminder plans experiences for both inside and outside the setting so that children are able to learn about the world around them. For example, children regularly go on trips to the local parks or museums.

Children behave very well in this setting. The childminder and her co-minder create clear and consistent routines and expectations for children. This helps children understand what is expected from them and helps them be able to develop the skills and knowledge they need to manage their own feelings and behaviour. Children express how they must use 'kind hands, kind feet and kind words'. They play nicely with their friends and are respectful to others feelings.

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

- Developing children's language is a high priority for this childminder and her co-minder. She uses simple language to help develop new vocabulary with younger children. Older children use their critical thinking skills when presented with purposeful thought-provoking questions. Children's language development is progressing well, and they are becoming confident communicators.
- The childminder provides experiences and interactions which help children to make progress. She has recently worked closely with external professionals and trained in implementing systems to support assessing children's communication and language. This helps children who need a little extra support make good progress from their starting points.
- The childminder and her co-minder help children to make good progress in their mathematical development. She introduces children to mathematical language as they play. For example, as children play in the water she explains about

different sizes. Following this, children confidently identify large and small tubs. Children's understanding of mathematical concepts is developing well.

- During activities the childminder and her co-minder adapt their interactions and resources to ensure children of all ages benefit from all learning experiences. However, this is not always consistent throughout the day, particularly during mealtimes. For example, during snack time, only older children are provided with resources to cut their own snack. This does not always allow all children to fully join in with the planned learning intentions for this time, such as developing their small-muscle movements.
- The childminder helps children understand their emotions. She provides calming spaces where she can talk to them about their feelings. Each day, children think about how they are feeling and tell their friends. Consequently, children are beginning to acquire the knowledge they need to express how they are feeling and manage this effectively.
- The childminder knows the children well. With her co-minder they have created a home from home for the children. Children are confident and secure. They explore the environment freely and regularly come to the childminder for cuddles. The childminder helps children to positively progress through their emotional development.
- The childminder works in partnership with parents and the local settings children in her care attend. Through regular communication the childminder seeks information about what the children are working towards in the other settings. She then incorporates this into the children's learning at her setting. This helps promote consistency in children's 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:

- explore ways to differentiate daily experiences, such as mealtimes, so all children can be consistently included in the intended learning outcomes.

Setting details

Unique reference number	EY346582
Local authority	Stockport
Inspection number	10339337
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 5
Total number of places	6
Number of children on roll	6
Date of previous inspection	11 July 2018

Information about this early years setting

The childminder registered in 2006 and is located in Offerton, Stockport. She operates Monday to Thursday all year round, from 7.30am to 5.30pm except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. The setting provides funded early education for two-, three- and four-year-old children. The childminder works with a co-minder.

Information about this inspection

Inspector
Joanne Buckley

Inspection activities

- This was the first routine inspection the childminder has received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in their evaluation of the childminder.
- The childminder showed the inspector the premises and discussed how they ensure it is 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 curriculum.
- Children spoke to the inspector during the inspection.
- The inspector talked to the childminder and her co-minder at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between the childminder, her co-minder and the children.
- The inspector carried out a joint observation of a physical development activity with the childminder.
- 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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