

Childminder report

Inspection date: 23 June 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	Outstanding
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What is it like to attend this early years setting?

The provision is good

Children are settled and safe. They build close relationships with the childminder. Children involve her in their play and go to her for cuddles and comfort. They learn good manners from the childminder, who is a positive role model. Children behave well. They respond well to the high expectations the childminder sets for them. For example, she challenges children with thoughtful questions about the stories they read. This encourages children to think about the story and to notice small details in the illustrations. Children enjoy sitting with the childminder to listen to stories. This helps to promote a love of books and reading. Children's knowledge and skills progress over time.

Children learn lots of nursery rhymes with the childminder. They confidently sing along, joining in with the actions. For example, children sing 'Three little ducks', counting backwards during each verse. Children learn to show care and concern for living things as they interact with the childminder's dogs. They carefully take care of a snail they find in the garden. Children learn about the life cycle of plants as they grow sunflowers from seeds each year. They help to replant them into bigger pots to enable them to grow taller. This supports children's understanding of the natural world. Since the COVID-19 pandemic, children leave their parents at the front door. This familiar routine has helped children to settle quickly each day.

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

- The childminder has good knowledge of child development. She regularly assesses children, which helps her to plan what they need to learn next. She provides a variety of activities and resources to support children's learning. This helps children to make good progress in their learning.
- The childminder supports children's communication by narrating what she does throughout the day. She uses stories and rhymes to help develop children's vocabulary. However, at times, the childminder does not use the correct language. For example, the childminder uses words like 'shoesies' and 'handies'. This means that children may learn and remember words that are not correct.
- The childminder supports children's development of mathematical knowledge and skills. She uses mathematical language throughout the day, such as numbers and comparing sizes. The childminder also teaches numbers through songs and play. This helps children to develop a strong understanding of mathematical concepts over time.
- Children learn to do things independently. For example, children take off their own shoes and independently access water. The childminder teaches children how to wash their hands by placing her hands over theirs. She models how to use soap and water to ensure hands are clean. This helps children to learn new skills, building their confidence as they work towards being independent.

- Children's behaviour is good. However, at times, they do not always follow instructions straight away. Boundaries are not reinforced. For example, as children take part in a planting activity, they do not follow the childminder's instructions to dig holes in the soil. Children are not always sure what is expected of them.
- Children learn about other cultures. The childminder teaches children about festivals, such as Diwali and Chinese New Year. They taste different foods and make crafts. The childminder promotes equality and diversity and teaches children to be accepting of others.
- The childminder encourages children to make their own choices. For instance, the childminder offers children different options for snack and lunch. This helps to promote children's independence and to develop their self-esteem.
- The childminder works closely with the local authority, taking advantage of opportunities to enhance her professional development. She uses her knowledge and skills to provide support for other childminders in the local area. Strong partnership working helps the childminder to evaluate her own practice to ensure it is always improving.
- Parents are very happy with the childminder. They praise the home-from-home environment and the communication they receive. They value regular updates about children's progress. The childminder involves parents in children's learning, such as sending seeds home for children to care for. This helps to promote continuity between children's learning at home and with the childminder.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has good knowledge of different types of abuse and what signs she needs to be alert to. She undertakes regular safeguarding training to help keep her knowledge up to date. The childminder assesses risks in the environment to help her keep children safe. The childminder understands how to keep children safe in hot weather. For example, she provides shaded areas and ensures children wear hats and they stay hydrated. The childminder teaches children about road safety as they walk to the local school. This helps children to learn how to keep themselves safe when they are out and about.

What does the setting need to do to improve?

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

- reflect on language that is used to help ensure children hear correct words at all times
- consider behaviour management strategies used so that children learn clear boundaries and what is expected of them.

Setting details

Unique reference number	EY346659
Local authority	Stockport
Inspection number	10129065
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 9
Total number of places	6
Number of children on roll	8
Date of previous inspection	14 June 2016

Information about this early years setting

The childminder registered in 2006. She lives in the Gatley area of Stockport. The childminder operates Monday to Thursday, 7.30am to 6pm, all year round. The childminder holds a recognised qualification at level 3.

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 childminder and has taken that into account in their evaluation of the childminder.
- The childminder and inspector completed a learning walk and discussed the early years curriculum provided.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The inspector spoke to children during the inspection.
- Parents shared their views of the setting with the inspector.
- The inspector carried out a joint observation with the childminder.
- 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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