

Childminder report

Inspection date: 12 March 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 show that they are relaxed and happy in the care of the childminder. They follow a predictable routine that enables them to feel secure and helps them to grow in confidence. For example, children know what is coming next and are comfortable to express their needs, such as when they feel hungry. The childminder provides children with enjoyable experiences, such as trips to the park, farm and playgroups. She uses these opportunities to support children's social skills and enable them to secure friendships. The childminder encourages children to develop resilience. For example, when children struggle to connect cars and keep them moving across the floor, the childminder gives them praise and encouragement. This helps children to persevere and achieve tasks for themselves.

Children learn to be independent in their self-care. When they arrive at the setting, children hang up their own belongings. The childminder teaches children to put on their own coats and shoes when going outside. Children know to have a go, and the childminder will help where appropriate. The childminder is a good role model. She encourages children to say 'please' and 'thank you' when making requests. Children enjoy singing songs and rhymes, using finger puppets to bring these songs and rhymes to life. All children make good progress with their speech skills and are confident to use their voices.

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

- The childminder has clear intentions for her curriculum. She demonstrates an understanding of why she has planned activities and the impact these have on children's individual learning. However, although the childminder recognises children may use technology from an early age outside of her setting, she has not yet developed her curriculum to begin to help children to learn about online safety in an age-appropriate way.
- Along with her knowledge of child development, the childminder uses regular assessments to build on children's learning effectively. This helps to identify next steps to support children's progress. Consequently, children make good progress in their learning.
- The childminder provides a safe environment and teaches children ways to keep themselves safe. For example, she uses regular fire drill practises to enable children to know to line up at the emergency exit. Furthermore, when using the steps to the garden, the childminder reminds children to take their time. This helps children to develop an awareness of managing their own risks and safety.
- The childminder supports children's speech and language skills well. She narrates children's play and exposes them to new words, such as 'saxophone'. The childminder uses books and stories to provide further opportunities for children to hear language and develop their early literacy skills.

- Children have opportunities to develop their awareness of mathematical language. For example, the childminder incorporates sorting and counting into everyday activities. She encourages children during role-play activities to support their early number recognition. This prepares children well for their next stage in learning.
- The childminder celebrates children and their identities well. She plans meaningful activities that support children to learn about different people and communities. The childminder values and celebrates children's own heritages and languages in her setting. This helps to prepare children for life in modern Britain.
- Children behave well and are beginning to accept the needs of others. The childminder purposefully helps to reinforce kind behaviours. For example, during group time, she encourages children to take turns turning pages in the book. Children are praised for their courteous behaviours. This helps them to make important connections about how these behaviours make others happy.
- The childminder supports children's healthy lifestyles. During snack time, the childminder talks to children about the foods they are eating. Children know and remember from previous conversations that bananas contain potassium and the benefits of this. Children benefit from regular fresh air, such as through nature walks and time spent in the garden. Children learn some of the ways to take care of their bodies from an early age.
- The childminder plans well for her professional development opportunities. She accesses information from the internet and works in partnership with the local authority to evaluate her practice and provision. In addition, the childminder has prioritised learning a new language to support children who speak English as an additional language within her setting. These opportunities further build on her already good practice.

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 teach children about online safety and how to keep themselves safe when accessing the internet.

Setting details

Unique reference number	EY360356
Local authority	Stockport
Inspection number	10375787
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 8
Total number of places	6
Number of children on roll	8
Date of previous inspection	2 May 2019

Information about this early years setting

The childminder registered in 2007 and lives in Stockport, Cheshire. She operates all year round from 7.45am to 5.30pm, Monday to Wednesday, except for family holidays. The childminder offers 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 and verbal feedback.
- The inspector observed the quality of interactions between the childminder and children, and assessed the impact on children's learning and development.
- The childminder spoke to the inspector about children's learning and development, with a particular focus on communication and language.
- Children spoke to the inspector during the inspection.

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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