

Childminder report

Inspection date: 2 November 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 in this setting are safe, happy and well settled. The childminder spends time with parents during the settling-in process to gain an understanding of children's routines and care practices. This helps to support children's emotional well-being. The nurturing childminder is very responsive to children's needs. For example, when babies wake up from their sleep, the childminder prepares their bottle to feed them, as she knows they will be hungry. Children are confident to explore and move around the setting independently. They access resources of their choice from the wide selection available.

The childminder has high expectations for children's behaviour. Children behave exceptionally well and display a positive attitude to learning. In addition, children demonstrate high engagement during their play. For example, younger babies show delight as they press buttons on musical toys and make movements in response. Toddlers independently explore the role-play kitchen, making cakes with play dough. A recent visit to the local bakery supported the children's interests in making cakes.

Children with special educational needs and/or disabilities are supported well. The childminder works with other professionals, such as speech and language therapists, to support children's future development.

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

- Overall, the quality of teaching is good. The childminder develops her curriculum to focus on children's interests. For example, children who show a deep interest in planes and helicopters are provided with opportunities to explore these further. They go outside to look at and talk about the planes. Furthermore, the childminder engages their creative skills through colouring in pictures of the planes. Children benefit from sequenced learning.
- The childminder uses regular assessment to measure children's development. This helps the childminder to identify any gaps in children's learning and provide early intervention where necessary. However, she does not always target next steps effectively. As a result, children do not always make the best possible progress.
- Overall, children's communication and language development is well supported. Children have access to books and stories and show a love of reading with the childminder. However, on some occasions, the childminder does not provide children with enough time to respond to questions. This limits children's opportunities to extend their vocabulary.
- The childminder supports children's mathematical development well. The childminder counts with children at every opportunity. Furthermore, children are

supported with shape as they turn jigsaw pieces into the correct places on the puzzle. Children are beginning to develop mathematical skills.

- Parents' written comments show they are happy with the care the childminder provides. They comment on how the childminder is 'kind, caring and patient'. Parents particularly like how the childminder provides a 'home-from-home environment'. The childminder shares daily updates on children's care and routines with parents. This promotes consistency of care.
- Children celebrate many different festivals from around the world, such as Chinese New Year and Diwali. Furthermore, the childminder discusses similarities and differences as she reads books with children. Opportunities such as these prepare children for life in modern Britain.
- The childminder adopts a positive attitude to making improvements to her setting. For example, she is in the process of developing her garden space to offer further enhancements to capture children's interests. This demonstrates that the childminder considers the needs of children when developing the environment.
- The childminder takes the children out into the community on regular occasions. They visit the local library, attend music sessions and meet with other childminders and their children. As a result, children are learning to gain confidence in social situations as they meet new children and adults.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has good knowledge of how to keep children in her care safe. She is aware of the signs of abuse and child protection matters. The childminder is aware of the procedures to follow should she have any concerns. The childminder holds a paediatric first-aid qualification. This provides her with the skills and knowledge to respond should a child have an accident. The childminder's home is safe and secure. She maintains its safety through regular risk assessments and keeping equipment in good order.

What does the setting need to do to improve?

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

- plan targeted next steps for children that take into account their current development level so that children make the best possible progress
- offer an appropriate amount of time for children to respond to questions, to further develop their vocabulary.

Setting details

Unique reference number	EY362677
Local authority	Stockport
Inspection number	10235146
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	0 to 2
Total number of places	6
Number of children on roll	4
Date of previous inspection	20 October 2016

Information about this early years setting

The childminder registered in 2007 and lives in Stockport, Manchester. She operates all year round, from 8am to 5pm, Monday to Thursday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3.

Information about this inspection

Inspector

Jade Patten

Inspection activities

- This is 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 this into account in her evaluation of the setting.
- 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 qualifications and the childminder's suitability to work with children.
- The inspector took account of parents' views from their written feedback.
- The childminder showed the inspector the premises and discussed how they ensure it is safe and suitable.
- The inspector observed interactions between the childminder and children.
- The inspector and childminder completed a learning walk together to discuss the childminder's intentions for children's learning.

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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