

Childminder report

Inspection date:

22 September 2023

Overall effectiveness

Good

The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous
inspection

Requires improvement

What is it like to attend this early years setting?

The provision is good

Children experience a warm welcome at the childminder's provision. They show that they feel safe and happy, such as when they clamber confidently onto the childminder's knee for a hug. They feel at ease because of the childminder's sensitive support.

Children choose from the high-quality resources that the childminder provides. They become independent, confident learners. Children are eager to play at reading when they explore turning the pages of storybooks with the childminder. They adore listening to the stories that she reads, such as 'Goldilocks and The Three Bears'. The childminder brings stories to life when she skilfully uses different voices for book characters. Children deepen their learning, such as about the storylines and characters of familiar tales. Children also discover important aspects of their local community through the many opportunities that the childminder organises. They learn valuable life and talking skills, for instance when the childminder takes them to buy items from the local butcher.

Children respond well to the childminder's high expectations for their behaviour. For instance, they learn to ask for a turn of using a toy instead of snatching. Children understand how to behave because of the childminder's careful explanations. They learn how to respect each other because of her expert help.

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

- The childminder has given much thought to what she wants children to learn through her curriculum. For example, she ensures that children learn to be independent, develop strong muscles and become confident talkers. Children learn key knowledge across the areas of learning.
- The childminder helps children to learn well. For instance, she breaks down learning into smaller chunks to enable children to build on important knowledge in a logical order. For their physical development, she helps children to strengthen and coordinate their use of their hands and fingers. She then helps children to build on this knowledge, for instance by learning to fasten buttons and use writing tools. Children are ready for the next stage in their learning.
- The childminder knows the needs and interests of children in her care. She uses her professional knowledge of child development to spot possible gaps in their learning. She supports children skilfully, and they mostly learn well.
- The childminder uses comments, stories and conversation to support children's language effectively. She purposefully helps children to learn new and interesting words, such as 'lengthways' when cutting up fruit. However, on occasion, the childminder does not use words enough for the objects or actions that children experience. At these times, children do not extend their vocabulary.

- The childminder supports children's growing independence skills. She helps them to develop important new knowledge, such as how to use child-safety knives when spreading butter and jam or cutting fruit. She provides children with lots of time to secure this new learning without being rushed. Children become competent and skilled at completing tasks for themselves.
- Mostly, the childminder is tuned in to children's needs and interests. For example, she notices when children become tired or indicate that they have finished playing and are ready to move on to another activity. However, on occasion, the childminder expects children to sit for too long. At these times, children lose concentration.
- The childminder values the importance of how children learn through play. She creates carefully considered learning experiences for children to develop their imagination. For example, she helps toddlers to learn about self-help and to name body parts while bathing dolls. Children become confident learners.
- The childminder ensures that she keeps her professional knowledge up to date. For example, she recently attended training in assessing children's learning, supporting how they feel and using sign language when communicating with them. Additionally, the childminder makes effective links with early years experts to further improve her work with children.
- Parents are extremely positive about the childminder's provision. They value the excellent communication that they receive from the childminder. Parents know how to further support their children at home because of the childminder's help.

Safeguarding

The arrangements for safeguarding are effective.

The childminder attends training about safeguarding regularly. She knows how to follow the local safeguarding procedures for protecting children. The childminder is alert to the possible signs that a child may be experiencing neglect or abuse. She is knowledgeable about the specific roles that local authority safeguarding professionals hold. The childminder knows how to secure help for children immediately if she becomes concerned about a child's welfare. She helps children to learn about acting safely, for instance when helping toddlers to wear reins when on outings.

What does the setting need to do to improve?

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

- strengthen knowledge of how children learn language to support them to learn more words for objects and actions and support their growing vocabulary
- improve understanding of the development of toddlers to provide them with more opportunities for active learning so they are not expected to sit for too long during activities.

Setting details

Unique reference number	EY365695
Local authority	Stockport
Inspection number	10259530
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	6
Date of previous inspection	28 September 2022

Information about this early years setting

The childminder registered in 2008 and lives in Stockport, Manchester. She operates all year round, from 7.30am to 5pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3.

Information about this inspection

Inspector

Andrea Vaughan

Inspection activities

- The inspector discussed any continued impact of the pandemic with the childminder and has taken that into account in their evaluation of the childminder.
- The childminder and the inspector completed a learning walk together and discussed how the childminder organises her provision.
- A range of relevant documentation was reviewed by the inspector, including examples of the childminder's training certificates.
- The inspector held discussions with the childminder about her curriculum for children and her arrangements for their care and safeguarding.
- The inspector and the childminder carried out a joint observation of an activity.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector considered written testimonials provided by parents and took account of their views.

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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