

Childminder report

Inspection date: 24 April 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

The childminder is kind and children enjoy her company. Children benefit from frequent, affectionate cuddles. They often ask the childminder for a hug, which she offers without hesitation. Children are reassured by the genuine kindness they receive from the attentive and friendly childminder. They seek her out to join in their games, demonstrating strong emotional bonds. The childminder fosters positive relationships with children. In turn, children are emotionally reassured, happy and relaxed. The childminder offers regular praise to help to build children's self-esteem and confidence. She encourages children to share and take turns, developing social skills from a very early age. Children behave well because they know what is expected of them.

Children have fun with the childminder. They cheer and clap in anticipation of an exciting play dough activity. Children demonstrate a great attitude towards their learning. This is largely because the childminder plans and prepares a fun range of games and tasks to help to stimulate children's curiosity. Children are confident communicators. They have a broad vocabulary and clearly assert their ideas and opinions. The childminder uses repetition, ongoing dialogue and narration to extend and support children's language development. She speaks slowly and clearly, often repeating words or correcting children's pronunciation. Her teaching to support language development is particularly strong. She encourages children to develop a love for literacy. Children eagerly choose their favourite books from a well-stocked bookshelf. They handle books confidently, turn pages and talk about the illustrations, developing their literacy skills as they begin to learn that print carries meaning. Children enjoy visiting the local library. They borrow books to extend their reading skills. The childminder has high expectations for children and often challenges them as they play. For example, children enjoy categorising coloured dinosaurs. They are further challenged to count the number of dinosaurs to extend their mathematical knowledge, critical thinking and problem-solving skills. The childminder's high expectations, quality supportive teaching and broad curriculum help children to make good progress.

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

- The childminder is conscientious to complete rigorous risk assessment procedures frequently, so children play and learn in a safe space. Furthermore, the childminder helps children to learn how to keep themselves safe. For instance, she teaches children to walk and not run, helping them to reduce the risk of tripping. She talks to children about road safety, helping them to understand the danger that traffic can present. Children remain safe and secure.
- The childminder is experienced and is a confident early years professional. She understands how young children learn. She uses her knowledge of child

development to support her teaching. She prepares age-appropriate learning opportunities to help children make good progress.

- The childminder knows all children who attend her setting very well. She provides activities linked to their current interests. For example, she plans a range of activities relating to colours, as children have recently expressed an interest in this topic. Children are enthused by a tailored curriculum.
- Children follow good personal care routines. They wash their hands before eating to protect their good health. The childminder swiftly addresses children's personal care needs, for example keeping children clean throughout their time in her care. This helps to support children's good health in readiness for learning.
- Children benefit from regular trips and outings in the local area. For instance, visits to toddler groups, parks and library trips all enhance children's learning experiences. The childminder teaches children to appreciate the wider world around them.
- The childminder has established good relationships with parents. She shares daily updates about children's experiences and progress. This open communication helps to provide complementary care and learning between home and the childminder's setting. Furthermore, the childminder has secure links with local primary schools and nursery settings. These links ensure that children who attend more than one setting benefit from seamless experiences.
- The childminder encourages children to be curious and inquisitive. Children freely explore and investigate toys, learning through independent exploration and imaginative play. Overall, children are independent and self-assured. However, sometimes the childminder completes tasks for children without providing time for them to try for themselves to extend their independence skills beyond current capabilities.
- The childminder has a wealth of knowledge to support her good practice. She has attended mandatory training. However, she has yet to attend wider training to enhance her good teaching skills even further.

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:

- provide opportunities for children to be even more independent and complete tasks for themselves
- access wider training opportunities to extend good knowledge and skills further and raise the quality of teaching to the highest level.

Setting details

Unique reference number	EY367722
Local authority	Stockport
Inspection number	10312335
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	9
Date of previous inspection	26 April 2018

Information about this early years setting

The childminder registered in 2008 and lives in Cheadle. She operates all year round, from 7.30am to 6pm, Monday to Thursday, except for bank holidays and family holidays. She provides funded early education for two-, three- and four-year-old children. The childminder holds an early years qualification at level 3.

Information about this inspection

Inspector

Michelle Jacques

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 inspector completed a joint observation with the childminder. Discussions took place between the childminder, the children and the inspector at appropriate intervals throughout the inspection.
- Parents' written comments were reviewed and considered by the inspector.
- The inspector observed a range of activities and interactions between the childminder and children. The impact of teaching on children's learning and development was assessed by the inspector.
- The inspector sampled a range of documents, including the childminder's valid first-aid certificate and other mandatory training records.

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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