

Childminder report

Inspection date: 16 July 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	Outstanding
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What is it like to attend this early years setting?

The provision is good

This very experienced childminder welcomes children into a safe and caring home environment. The childminder fosters warm and affectionate relationships which help children to feel valued and secure. The childminder has an excellent knowledge of each child's routines, preferences and their stage of development. She is attentive to each child and places a strong emphasis on their emotional well-being.

The childminder provides opportunities for children to explore independently and choose what they would like to access. As a result, children become deeply engrossed in exciting activities. For example, children spend a long time having fun exploring the dolls. They dress and undress them and have meaningful conversations with the childminder about caring for babies. They use their physical skills as they put nappies and clothes on their dolls. They ask the childminder for support when it gets difficult, demonstrating their confidence to ask for help.

The childminder is very warm and nurturing and has high expectations of children. They follow the childminder's routines and boundaries very well. Children help with tidying up, which helps them feel valued and involved. The childminder manages children's behaviour with patience and empathy. In addition, she values children's achievements, offering praise and affirmation. This helps build on children's confidence and emotional resilience.

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

- Children's language and communication skills are very well supported. They develop a real love of books from an early age. The childminder is animated when she reads books to children, pronouncing words correctly and praising children when they repeat them. Children thoroughly enjoy listening to stories such as 'Dear Zoo', retelling the story from memory. This promotes children's emerging language development and helps them to develop a love for stories and books.
- Mathematical concepts are introduced from a young age. Children play in a water tray outside. The childminder helps children to select from a range of items in the garden to test if they will float or sink. Children talk about items being 'heavy' and 'light'. They can make predictions about what might happen.
- The childminder provides a range of different activities to support children's learning and development. However, occasionally, she does not differentiate the learning experiences for younger children. Therefore, they do not always show high levels of engagement with their learning.
- Children have good opportunities to develop their smaller physical movements. For example, they mould the dough with their hands, turning it into worms and

animals. The childminder plans yoga sessions and outings to the park. This gives opportunities for physical activities and to practise strengthening their large-muscle skills.

- The childminder has a good understanding of how to support children with special educational needs and/or disabilities (SEND). She makes referrals to other agencies in a timely manner. The childminder works with parents and external professionals to ensure the needs of children with SEND are met. She attends training to develop her knowledge. For example, she has recently focused her training on following children's speech development. This ensures all children, including those with SEND, make good progress from their starting points.
- The childminder promotes inclusion and diversity, through resources, conversations and children's interactions in the community. They gain knowledge of the unique qualities that all of us have. The childminder explores these distinctions with the children using both real-life scenarios and role-play resources. These insightful discussions greatly broaden the children's understanding of diversity and strengthen their sense of self.
- The childminder places a strong emphasis on healthy eating and hygiene practices. She supports children to manage their toileting needs and encourages parents to provide healthy, balanced meals. Children develop a very positive awareness of healthy eating as they talk about fruit and vegetables during snack times. Older children are independent in their self-care. Younger children learn from the example set by the older children. These key practices contribute to children's good health.
- The partnerships between parents and the childminder are strong. Parents express great appreciation for the childminder, often seeking her advice and guidance and valuing her proactive approach. They note the positive behaviours their children adopt and the friendships they form in her care. Parents also observe smooth transitions to school, attributing this to their children's well-developed self-care abilities, language skills and independence. The childminder has also established effective partnerships with other settings that children attend. There is a successful two-way flow of information that helps to ensure children's individual needs are identified and addressed.

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:

- differentiate activities to meet the needs of younger children, in order to support higher levels of engagement.

Setting details

Unique reference number	EY369586
Local authority	Stockport
Inspection number	10347013
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 4
Total number of places	6
Number of children on roll	5
Date of previous inspection	15 August 2018

Information about this early years setting

The childminder registered in 2008 and lives in the Davenport area of Stockport. Her provision operates all year round, from 8am to 5.30pm Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Liz Thomson

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 provision.
- The childminder showed the inspector around the provision. They discussed how the curriculum is organised and what they want children to learn.
- The inspector held a meeting with the childminder. She looked at relevant documentation and reviewed evidence of suitability to work with children.
- Parents spoke about the setting to the inspector, who took account of their views.
- The inspector observed the quality of teaching and education, and assessed the impact this has on 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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