

Childminder report

Inspection date: 14 June 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 part calmly from parents and carers. They quickly set off to play in the childminder's inviting and well-equipped garden. This demonstrates that children feel safe in her care. Toddlers paddle and splash in the shallow water trays. This helps them to experience and enjoy the feel of the water. Children try hard to catch fish with the magnetic fishing rod. They demonstrate their prior knowledge of magnets when they decide to 'help' the fish to attach to the fishing line. Toddlers hear and remember the names for the water toys, such as 'boat' and 'duckling'. This helps them to extend their vocabulary continuously while they play.

The childminder keeps her rules and routines proportionate and consistent. This helps children of all ages to understand and begin to follow them. This is demonstrated when toddlers are reminded to wait for the childminder before they open the gate to play on the trampoline. Children show that they understand they must stop and wait for the childminder to come with them. The childminder knows what she wants children to learn and achieve. She provides activities that help children to make good progress from their starting points.

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

- The childminder demonstrates insight into the impact of the COVID-19 pandemic on children and families. She works closely with parents. This helps them to gain confidence about bringing children to a group provision. The childminder recognises that restrictions on social mixing limited children's early experiences. Therefore, she teaches children how to form relationships with other children. The childminder takes children to visit public places. For example, they go to feed the ducks at the park. The childminder promotes children's emotional well-being really effectively.
- Children often make their own choices about what to do. They become completely involved in self-chosen activities, such as playing on the trampoline. However, there are occasions when adult-led activities limit children's learning. For example, the childminder makes sugar icing and spoons it onto biscuits for children to decorate. Children are not given a chance to have a go for themselves. This does not promote children's knowledge and experimentation effectively enough.
- The childminder promotes children's physical development. Toddlers ride on scooters. They bounce and run around really fast on the trampoline. These activities help children to develop strength, coordination and balance. Children carefully hold little pots of tiny sugar dinosaurs in one hand, while using the other hand to pick the dinosaurs up and put them onto their iced biscuit. This promotes children's small-muscle development well.
- The childminder helps children to develop habits that promote their good health.

They eat fresh fruit and learn that sugary foods are for occasional treats or after meals. The childminder applies sun cream to children's skin on hot days. Children learn that this keeps them safe from sunburn. Children's physical well-being is therefore promoted effectively.

- Children show that they find reading to be interesting and pleasurable. They happily settle down with the childminder to listen to a familiar story. This helps to prepare children to read books themselves when they are older. Children demonstrate their deep fascination with the clever way that the pictures in the book change when they lift the flaps. They repeat the move, watching carefully, again and again. This helps children to learn about cause and effect.
- Children learn to share toys and be kind to other people. For example, the childminder teaches toddlers what taking turns to kick the ball means. When they forget, she steps in to remind children whose turn it is. The childminder's skilful, timely guidance helps children to develop self-control as they grow.
- Parents say that children look forward to coming to the childminder's provision. Parents welcome the guidance and support that the childminder offers them. When children have additional needs, the childminder implements advice from specialist professionals. This helps everyone to work together to promote children's well-being and development.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has an excellent understanding of child protection matters and local safeguarding procedures. She completes training that updates and adds to her knowledge of the types of abuse that children may be subject to. She demonstrates an unwavering intention to report any concerns about the welfare of children in her care. The childminder identifies and minimises risks to children in her home. For example, she makes sure that the trampoline is maintained to a high standard. Children are closely supervised when they are eating. Sleeping children are regularly checked. This helps to promote children's health and safety effectively.

What does the setting need to do to improve?

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

- support children to learn more and experiment more during adult-led activities.

Setting details

Unique reference number	EY370276
Local authority	Stockport
Inspection number	10219732
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 13
Total number of places	6
Number of children on roll	6
Date of previous inspection	11 August 2016

Information about this early years setting

The childminder registered in 2008 and lives in Romiley. Her provision opens from Monday to Friday, all year round. Sessions are from 8am until 6pm. The childminder is eligible to receive early education funding for two-, three- and four-year-old children.

Information about this inspection

Inspector
Susan King

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 setting.
- The childminder and the inspector discussed the impact of activities on children's learning and development.
- The inspector observed interactions between the childminder and the children. She spoke with and played with children.
- Parents spoke with the inspector about the childminder's provision. The inspector took account of parents' views.
- Documents used in the childminder's setting were sampled by the inspector. The inspector checked evidence of the suitability of the childminder and other members of her household.

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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