

Childminder report

Inspection date: 20 March 2025

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 creates a welcoming and nurturing environment. Children are excited to attend and quickly settle into their routines and activities. The childminder knows children and their families well. She is passionate about providing a home-from-home experience for children. Children's well-being is well supported as they have built strong bonds with the childminder. The childminder has built an ambitious curriculum that prepares children for their next stage in learning. The environments effectively support children to develop through the curriculum and make steady progress in all areas of learning.

The childminder embeds a culture of healthy living. She provides opportunities for children to practise their physical skills. For example, children enjoy climbing steps to use the slide in the garden. They also visit local parks with other childminders, where they play on equipment developing their large-muscle skills. These opportunities also support children to learn new social skills and develop friendships. The childminder provides exciting activities that capture children's interest. For example, children show delight as they pick animals from a 'surprise box'. The childminder extends their learning further by introducing number through counting the animals. Overall, children behave well and demonstrate positive attitudes to learning.

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

- The childminder's curriculum focuses on preparing children to be ready for school. She teaches this through the seven areas of learning with a prime focus on children building friendships, managing independence and becoming good communicators. Children are prepared well for their next stage of learning.
- The childminder uses her ongoing observations and assessments of children to track their progress and identify what they need to learn next. Where appropriate, the childminder seeks support from other professionals. This helps to provide any necessary additional support swiftly.
- Support for children's communication and language development is good. The childminder introduces children to lots of language as they play. Children engage well in back-and-forth conversations with each other and the childminder. Stories and singing further support the childminder's curriculum for communication and language. Children show high engagement levels when listening to stories and repeat familiar words back to the childminder. Children are becoming confident communicators.
- Overall, the childminder supports children to manage their behaviour. She has realistic expectations and promotes positive behaviour. However, the childminder does not consistently explore with children the impact of their behaviour on others. For example, when children struggle to share, she does not talk to them

about how this might impact other children's feelings.

- The childminder supports children to develop healthy lifestyles. She offers a wide variety of healthy and nutritious snacks and meals, which she talks about with children. Furthermore, the childminder supports children's learning about oral health. She discusses the importance of this with children and provides opportunities for them to practise toothbrushing. Children begin to understand the importance of leading a healthy lifestyle and the positive impact this has on their bodies.
- Parents express positive views of the childminder and her provision. They say they are impressed with her 'warmth and care' for their children. The childminder shares regular updates about children's routines and learning. This supports continuity of care for children.
- The childminder provides a range of community experiences for children. They enjoy visiting the local community centre to take part in activities and visit museums on public transport. The childminder teaches children about safety and ways to care for the environment. As a result, children develop respectful behaviour and attitudes towards their local community.
- The childminder is a reflective practitioner. She is passionate about learning new skills to further support children. She attends regular training courses and webinars to consistently improve the quality of her teaching. However, she does not routinely seek the views of parents when evaluating her provision and considering future changes.

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:

- develop opportunities to explore with children the impact of their behaviour on the feelings of others
- strengthen systems to enable parents to share feedback on the quality of the provision, to identify strengths and priorities for improvement.

Setting details

Unique reference number	EY371525
Local authority	Stockport
Inspection number	10375846
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	7 May 2019

Information about this early years setting

The childminder registered in 2008 and has a relevant level 3 qualification. She lives in the Heaton Mersey area of Stockport. The childminder operates all year round, Monday to Thursday from 8am to 5.15pm, except for bank holidays and family holidays. The provider offers the government funded places for childcare and receives specific funding for disadvantaged children.

Information about this inspection

Inspector

Jade Patten

Inspection activities

- 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 the childminder's suitability to work with children.
- The inspector took account of parent's views from their written feedback.
- The childminder showed the inspector the premises and discussed how they ensure they are safe and suitable.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- The inspector observed the quality of interactions between the childminder and the children.
- Children spoke to the inspector during the inspection.

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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