

Childminder report

Inspection date: 18 March 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	Outstanding
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What is it like to attend this early years setting?

The provision is good

The childminder has measures in place to help keep children safe in response to the COVID-19 pandemic. For example, children are dropped off and collected from the friendly childminder at the door. Children are excited and happy to arrive at the setting. They enter confidently and take off and put away their own shoes and coats independently. Children settle quickly. This shows that they feel secure in this setting. Children understand and follow the setting's rules, such as walking inside. Children behave well. They are polite and use their manners throughout the session. Children play well with each other. They take turns and share.

Children have good attitudes to learning. They make choices throughout the day about what they want to do next. Children are making good progress in all areas of their learning and development. This is due to the childminder's high expectations for children. The children enjoy filling and emptying different containers with sand. They have fun experimenting with plant pots and watching the sand as it falls through the holes in the bottom. Children problem-solve and test out new ideas with the support of the childminder. For example, children enjoy exploring the speed at which different objects move down ramps. All children are ready for their next stage in learning.

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

- The childminder has a clear idea of what she wants children to learn next. She plans learning opportunities that ignite children's interests. For example, children enjoy playing with old discs. They are fascinated as the sunlight catches the discs. The childminder supports children to learn about reflections. She models language to children, such as 'rainbow', as they explore the different colours appearing on the walls.
- Children make good progress with their communication and language development. The childminder repeats back what children say and models longer sentences. She makes good use of songs to support children during their personal care and while they wash their hands. The childminder reads familiar books to children and they enjoy joining in with the key parts of the story. Children have great fun making different sounds, such as 'pop'.
- The childminder supports children's well-being effectively. She is always close by for a reassuring cuddle. Children learn some of the ways that they can keep themselves healthy. They share nutritious snacks, get daily fresh air and have lots of exercise. Children go on regular walks to the park where they can play on large equipment. This supports them in their physical development.
- Children learn what makes them unique. The childminder encourages children to learn about different cultures. Children recently visited Manchester to learn about Chinese New Year. They went on the train to China Town, where they

saw the Chinese Dragon. Children bought noodles and later used chopsticks to eat them. Children learn about the world around them in very practical ways.

- Parents speak positively about the setting. They are happy with the information the childminder provides them with about their children's learning. Parents feel that their children have made good progress in their development since starting with the childminder.
- The childminder has strong links with other childminders. She shares good practice. This enables her to reflect on her own provision and make improvements, for example providing children with more natural resources to explore. This encourages children to develop their imagination skills.
- The childminder keeps her own training up to date. She has recently completed a course to support children's speech development. This has enabled her to close some gaps in children's learning. However, the childminder does not fully support her assistants with their wider professional development to enable them to support children to the highest level.
- The childminder has systems to ensure the suitability of adults working with children. Children's safety is well promoted. However, opportunities to discuss changes to personal circumstances are not reviewed as part of routine supervision meetings.
- The childminder supports children with special educational needs and/or disabilities well. She makes referrals to other professionals promptly. This ensures that children get the help they need to thrive in their learning.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good knowledge and understanding of safeguarding. She keeps her training up to date. The childminder is aware of how to report concerns about the welfare of children. She knows the procedure for reporting any concerns raised about her or any other member of her household. The childminder is trained in paediatric first aid. She correctly records children's accidents and shares these with parents. The childminder has an emergency evacuation procedure that is practised and understood by children. She checks her indoor and outdoor environments frequently to ensure that they are safe for children. The childminder provides parents with ideas about how they can keep their children safe online. However, she has not yet fully embedded this into her curriculum for children.

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 assistants to access highly effective professional development to enable them to enhance children's experiences further
- develop the curriculum to fully support children to learn how to keep themselves

safe online

- strengthen existing opportunities for assistants to discuss changes to personal circumstances to check that they remain suitable for their roles.

Setting details

Unique reference number	EY376909
Local authority	Stockport
Inspection number	10109774
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 3
Total number of places	12
Number of children on roll	9
Date of previous inspection	26 March 2015

Information about this early years setting

The childminder registered in 2008. She lives in the Heaton Moor area of Stockport. She operates all year round, from 7am to 6pm, Monday to Friday, except bank holidays and family holidays. The childminder holds qualified teacher status. She is registered to work with an assistant.

Information about this inspection

Inspector

Suzanne Fenwick

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 completed a learning walk together to discuss the childminder's intentions for children's learning.
- The inspector talked to children and parents at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors.
- The childminder and the inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- The childminder provided the inspector with a sample of key documents on request.

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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