

Childminder report

Inspection date: 27 February 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

Children show that they feel comfortable and safe in the childminder's home. They quickly find interesting things to do when they arrive back from taking older children to school. The childminder often reads to children. She demonstrates her own interest in the events, characters and pictures in the books. Children copy her. They look closely at the pages and become deeply involved in the stories. Toddlers eagerly request books that interest and excite them. A book that incorporates a hand puppet is a current favourite. The puppet fascinates the children. They giggle warily when he gobbles up the biscuits that they bring for him. The game helps children to experience and describe their emotions. They learn that books and reading are fun.

The childminder sets consistent boundaries for children's behaviour. For example, toddlers begin to understand that they must not take toys from other children. Children learn to consider other people's needs and feelings.

Parents and carers describe the powerful bonds that children form with the childminder. They say that her manner makes every child feel valued and that she has a positive impact on children's lives. They are particularly pleased that children make friends of different ages. School-age children say that they like playing with their friends and enjoy the food at the childminder's.

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

- The experienced childminder keeps up to date with changes to legal requirements. She completes training that refreshes and extends her knowledge of child protection. The childminder and her assistant know what to do if they have concerns that a child is at risk of abuse. They know that they must report allegations made against them.
- The childminder and children talk together all the time. The rich, wide-ranging conversations promote children's confident speech from an early age. However, sometimes, the childminder inaccurately names the things that children play with. This means that toddlers do not hear and use as many meaningful new words as possible.
- Children sing songs and action rhymes with increasing confidence. They happily use fingers and arms to climb the spider up the spout, then whoosh him out again when it rains. The movements promote children's physical development. The singing helps children to acquire the rhythm and rhyme of fluent language. It promotes their readiness to read, when the time comes.
- The childminder incorporates children's interests and lines of enquiry into her teaching. Children show that they want to play with some dentist role-play toys. The childminder reminds them about the importance of cleaning their teeth.

They talk about what happens when you go to see the dentist. Children use tweezers to extract wooden teeth from a toy mouth. This gives them practise in using one-handed tools.

- The childminder skilfully promotes children's cooperative play. Toddlers work together to build a tower with interlocking bricks. The childminder gently reminds them to take turns adding the bricks. They make visible progress in accepting each other's participation and company.
- The childminder's knowledge of child development helps her to sequence children's learning. For example, the childminder teaches children to put on outdoor clothes and shoes themselves. She teaches toddlers how to hold cups of water with two hands. The childminder's patient encouragement helps to promote children's independence and self-help skills as they grow.
- At mealtimes, the childminder teaches children to eat enough, but not too much. For example, the childminder accepts children's decision that they have eaten enough snack. She playfully advises them to limit the number of biscuits that they give to the hungry puppet, because eating too many will fill him up and spoil his lunch. This helps to foster children's healthy attitude to food and diet.
- The childminder teaches children to judge and manage risks to their safety. Children know that they are usually allowed to move freely around the kitchen. They also know the rule that they must not come into the kitchen when the childminder is cooking. Children, therefore, learn to alter their behaviour to take account of different circumstances.

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:

- name items correctly, to help children to extend their vocabulary even more rapidly.

Setting details

Unique reference number	EY377188
Local authority	Stockport
Inspection number	10308259
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 10
Total number of places	12
Number of children on roll	13
Date of previous inspection	22 March 2018

Information about this early years setting

The childminder registered in 2008 and lives in Gatley. Her provision operates all year round, from 7.30am to 5.30pm, Monday to Thursday, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children. She sometimes works with an assistant.

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 inspector and the childminder discussed and evaluated some of the childminder's activities and routines.
- The inspector observed and joined in with children's play.
- The inspector read written references from parents and questionnaires completed by school-age children. She took account of their views.
- Documents used in the childminder's provision were sampled and evaluated by the inspector.

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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