

Childminder report

Inspection date: 14 February 2020

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 are very happy in the care of the outgoing childminder. The childminder prides herself on providing children with a home-from-home setting. Children feel safe and secure and display a strong sense of belonging. The childminder uses effective methods to contribute towards this. For example, photographs of children's family members are displayed alongside images of the childminder's family. Overall, children behave well in relation to their age and stage of development.

The well-qualified childminder has high expectations for children, and, overall, the curriculum is well planned. Activities and experiences are based on children's interests, and, while they take account of current themes or celebrations such as Valentine's Day, she tries to incorporate what children need to learn. She also takes account of what children are learning in other settings that they attend. The childminder focuses on encouraging children's love of books. She provides a range of literature, and the environment is rich in print and signs. The childminder uses animated language and facial expressions to enthuse children in stories and rhymes. Older children lead a story session. They use excellent recall skills to tell the tale from memory. Younger children are enthralled and maintain increasing levels of attention as they look at the illustrations.

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

- Children develop an excellent awareness of healthy lifestyles. The childminder involves children in the preparation of healthy meals and snacks and teaches them about their bodies. Older children knowledgeably point to parts of the body on a skeleton picture. They identify the brain, recognise 'the heart which keeps you alive' and locate their coccyx.
- Young children show resilience as they attempt to fit shapes into a puzzle and stack rings in order of size. They persevere when initially the rings do not fit and eventually master the art of assembling. They show their delight when they succeed through their own motivation and willpower.
- The childminder takes account of current themes when planning the educational programme. The current focus is on Valentine's Day. Younger children recognise numerals on heart shapes, and older children add and subtract single numbers on hearts. Children make red and pink garlands and decorations from salt dough to share with their loved ones. However, sometimes, during planned activities, the childminder focuses too much on the end product, rather than the process. During these activities, children cannot always represent their own ideas. That said, she does take them out to experience messy-play sessions where they are able to be creative and explore.
- The childminder provides interesting activities that excite children and help them

to become aware of the community around them. She initiates activities and frequent outings, such as a local sports day with other childminders. Children benefit from new experiences and making relationships with different people outside of the setting. This contributes towards their understanding of the world and helps to prepare them for life in modern Britain.

- Children behave well, overall. The childminder rewards them with a gift for good behaviour at the end of each term. However, the childminder is not always consistent in how she manages any minor occasions of challenging behaviour. Her expectations are not always clear to help young children to learn the consequences of their actions. Nonetheless, children generally do play cooperatively with others and, with encouragement, will share toys and listen to instructions.
- The childminder is committed to her own professional development and to enhancing her good-quality provision. She introduced 'cosmic yoga' sessions to support physical well-being after attending training. The childminder works closely with other local childminders and they share their skills and expertise. This helps her to keep abreast of any changes to procedures or policies. They also share equipment and resources. This means she is always introducing new toys that help to inspire children to play and learn.
- Parents praise the childminder's detailed communication with them. The childminder shares newsletters and parents say that their children are 'made to feel like part of the family'. Parents are involved in evaluating the setting. For example, the childminder consulted with parents and children before buying pet kittens. The childminder helped to prepare children for the new arrivals by taking them to the local pet store to see the small animals. As a result, children of all ages show care and concern for the family cats.

Safeguarding

The arrangements for safeguarding are effective.

The childminder fully understands child protection procedures. She knows what to do if she is worried about a child. She is aware of the steps to take if there was an allegation made against her or her occasional assistant. She has completed safeguarding training and discusses possible safeguarding scenarios with professionals. This helps her to be familiar with different child protection issues that could arise. Children know the childminder's policies. An example of this is when they wait for the childminder before climbing onto their seat at the dining table. They also pick up toys and put them away to the tidy-up song to help to prevent any trips and falls.

What does the setting need to do to improve?

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

- explain the reasons why rules and boundaries are in place so that all children are more successful at regulating their own behaviour
- allow more freedom during adult-led activities for children of different ages to represent their own ideas, thoughts and feelings.

Setting details

Unique reference number	EY378139
Local authority	Stockport
Inspection number	10066069
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 4
Total number of places	12
Number of children on roll	4
Date of previous inspection	17 July 2015

Information about this early years setting

The childminder registered in 2008. She lives in Stockport, Cheshire. She operates from 8am to 5pm, Monday to Friday, during term time only. The childminder has a relevant childcare qualification at level 3 and occasionally works with an assistant.

Information about this inspection

Inspector

Layla Davies

Inspection activities

- The inspector observed the quality of teaching and assessed the impact this has on children's learning.
- A learning walk and a tour of the premises were carried out.
- The childminder and the inspector evaluated an activity together.
- The inspector looked at relevant documentation, discussed policies and procedures, reviewed the childminder's self-evaluation and checked evidence of her suitability and the suitability of all adults who live or occasionally work in the premises.
- Parents' views were obtained.
- Children were spoken to and the childminder and inspector held ongoing discussions throughout 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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