

Childminder report

Inspection date: 23 September 2025

Overall effectiveness	Good
------------------------------	-------------

The quality of education	Good
--------------------------	-------------

Behaviour and attitudes	Good
-------------------------	-------------

Personal development	Good
----------------------	-------------

Leadership and management	Good
---------------------------	-------------

Overall effectiveness at previous inspection	Good
--	------

What is it like to attend this early years setting?

The provision is good

Children show that they feel happy and safe. They build highly positive relationships with the childminder, who knows them extremely well. The childminder has an effective settling in process where she takes time to get to know children and families gradually. Consequently, children form strong bonds and settle very well. The childminder is passionate about building children's confidence, resilience and a love of learning. She plans a wide range of activities to help them to gain new knowledge and skills. Children benefit from a variety of first-hand learning experiences. For instance, they regularly visit local parks, woodlands, shops and the library. This helps them to develop a connection to their local community and learn about the wider world.

Children's behaviour is good. The childminder is a positive role model and helps them to understand the routine and boundaries of the setting in an effective way. Children show good enjoyment and engagement as they play. They are polite and considerate of their peers. In addition, children have good opportunities to develop their personal, social and emotional development skills. They regularly meet up with other familiar children, as the childminder has built a strong network with other local childminders. This helps to build their confidence and interaction skills.

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

- The childminder plans a broad and interesting curriculum that interests and motivates children. She knows children and their different learning styles very well and effectively plans their next steps in learning. Consequently, children make good progress and flourish at the setting.
- The childminder supports children to develop their understanding of different mathematical concepts. For instance, children enjoy sorting and counting colourful animals. This helps them to develop their matching and classifying skills.
- The childminder actively joins in with children's play and engages in conversations, provides commentary and introduces new words. For instance, children enjoy exploring an autumn themed treasure basket and discuss the different coloured leaves and pine cones. However, on occasions the childminder does not expand and extend children's language skills and learning to the very highest level.
- Children have fun singing and dancing. They enjoy engaging in action songs such as 'Sleeping Bunnies'. This helps to develop children's creativity and supports them to lead active and healthy lifestyles.
- The childminder plans a variety of experiences to teach children about different cultures and backgrounds. For instance, they celebrate a range of cultural

festivals and read stories, engage in craft activities and food tasting to help children understand about diversity and difference.

- Children are well supported to develop their independence. They enjoy making choices about their play and help to tidy up. This helps children to build respect for the resources and toys, and for their learning environment.
- The childminder builds children's confidence and self-esteem in a successful way. She frequently offers encouragement and praise as they play. Children form strong bonds with the childminder and each other. They frequently laugh and show that they feel happy and relaxed.
- The childminder has high expectations for children's behaviour. She gives clear messages about listening, turn taking and kindness. Consequently, children play well together. Older children show care and consideration for younger children and behave very well.
- The childminder is very well organised and professional. She is reflective and makes adjustments to her setting based on children's interests and needs. She also keeps her mandatory training up to date to help ensure the safe and effective running of her setting.
- Partnerships with parents are well established. Parents show high levels of satisfaction with the provision. They highly value the 'home from home' atmosphere and childminder's knowledge and experience. The childminder keeps parents updated about their children's learning. This is apparent when they receive photographs and messages throughout the day and meet throughout the year to discuss children's development and progress.
- The childminder forms positive relationships with other professionals and early years settings. She forms open communication and shares developmental reviews to help to ensure children receive good levels of continuity in their care.

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:

- continue to strengthen interactions to extend children's language skills and learning to the very highest level.

Setting details

Unique reference number	EY390179
Local authority	Stockport
Inspection number	10407655
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 11
Total number of places	6
Number of children on roll	9
Date of previous inspection	15 January 2020

Information about this early years setting

The childminder registered in 2009 and lives in Gatley, Greater Manchester. Her provision operates from 7.30am to 5.30pm, Monday to Thursday. The childminder provides funded early education for all eligible children.

Information about this inspection

Inspector

Amy Wilkinson

Inspection activities

- The childminder and inspector discussed the ethos and curriculum at the setting.
- The inspector carried out a number of observations and assessed the quality of education.
- Parent and children's views were considered as part of the inspection.
- A range of required documentation was viewed. For instance, the childminder's training certificates and Disclosure and Barring Service (DBS) information for herself and other members of the 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2025