

Childminder report

Inspection date: 21 March 2024

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not Met (enforcement)

What is it like to attend this early years setting?

The provision is good

The childminder provides a welcoming and caring environment for children to learn through play. Children approach the nurturing childminder for hugs, and she calmly helps them to settle. The childminder supports children to develop skills to aid their future learning, such as listening and attention skills. She encourages children to share their feelings and emotions and to develop positive strategies to regulate how they feel. Children become confident, kind and communicative in the childminder's care. They are happy and independent in her home-from-home environment. Children seek out cuddles and comfort from the childminder when they feel sad or tired.

The childminder's curriculum for physical development is strong. She helps children to learn how to use challenging play equipment safely when at parks and play centres, which enhances their balance and coordination skills. Additionally, she helps children to develop the strength needed in their hands for later writing. For example, she consistently provides activities where children can squeeze and manipulate dough, fill and pour from jugs and mark make on a large scale. The childminder also helps children to learn about cause and effect and develops their ability to follow increasingly complex patterns during their play with musical instruments. The childminder helps children to develop an understanding of who they are as individuals. For example, she uses mirrors with children to help them recognise themselves and begin to identify their own features, alongside their similarities and differences to others. The childminder also supports children's mathematical knowledge well. She develops their knowledge of numbers and shapes through everyday activities.

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

- The childminder has taken the action required since her previous inspection to ensure that she is meeting the requirements of her registration. She has completed all mandatory training and qualifications and clearly understands her responsibility to maintain such training in the future. The childminder has detailed policies and procedures to follow for administering medication and in the event of complaints, accidents and injuries
- The childminder has a precise and well-informed curriculum that is tailored to the educational needs of the children in her care. Through her direct observations and assessments, she understands what children know and can do, and she sequentially plans the next steps in their learning. She provides children with high-quality support in their communication and language. She models her speech well and engages children in discussion and conversation. The childminder reads to children and sings traditional nursery rhymes with them. As a result, children learn to pronounce new words correctly, hear a wide range of

vocabulary and make good progress. Children rapidly move from babbling to being able to say single words and short sentences with clarity and purpose.

- Children's independence is well supported. The childminder encourages children to select the toys they wish to play with and the books they want to read. She follows their interests and allows children to focus on activities that interest them. As a result, children become engrossed in their play for extended lengths of time, which helps to deepen their knowledge. For example, the childminder teaches children the names of two-dimensional and three-dimensional shapes and then children independently begin to them.
- Children's behaviour is good. The childminder consistently models kind behaviour, using and reinforcing the use of good manners. She helps children to understand the importance of sharing and taking turns. Consequently, children are polite and considerate towards others during their play. However, at times, the childminder does not reinforce her behavioural expectations. For example, children are not encouraged to help to tidy up after their play. As a result, the childminder sometimes provides children with mixed messages about her expectations.
- The childminder shares lots of information with parents about children's daily activities and interests. Parents comment positively about the progress their children make, particularly in relation to the focused aspects of her curriculum. However, partnerships could be strengthened further to ensure that learning can be extended to home in emerging areas of focus, such as where children need more help in developing dexterity in their hands.

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:

- strengthen partnerships with parents to help extend children's learning at home
- use consistent strategies that support children to develop a positive attitude towards expectations of behaviour and conduct.

Setting details

Unique reference number	EY391356
Local authority	Stockport
Inspection number	10314385
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	0 to 0
Total number of places	6
Number of children on roll	9
Date of previous inspection	11 October 2023

Information about this early years setting

The childminder registered in 2009 and lives in the Offerton area of Stockport. She operates all year round from 7am to 5pm, Monday to Friday, except for bank holidays and family holidays.

Information about this inspection

Inspector

Richard Sutcliffe

Inspection activities

- The inspector discussed any continued impact of the COVID-19 pandemic with the childminder and has taken that into account in their evaluation of the setting.
- The childminder showed the inspector the premises and discussed how she ensures that they are safe and suitable.
- The childminder and the inspector had a learning walk together to discuss the childminder's intentions for children's learning.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The inspector carried out a joint observation of an activity with the childminder.
- Parents shared their views of the setting with the inspector.
- The childminder provided the inspector with a sample of key documentation 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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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