

Childminder report

Inspection date: 3 April 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 are happy, safe and settled in this homely setting. They are truly integrated into the childminder's family and receive plenty of genuine affection. Parents and carers show their appreciation for this home-from-home approach. They comment that the childminder and her family are an extension of their families, and they trust her implicitly. Children benefit from this warm and welcoming atmosphere. They show they are comfortable and content. For instance, children quickly relax and start to drift off to sleep as they listen to gentle lullabies and calming music. The childminder is attentive and frequently checks that children are settled and enjoying themselves. This truly nurturing space, coupled with positive relationships, help to promote children's strong sense of emotional well-being.

The childminder provides vibrant outdoor classrooms in her garden. This enables children to explore nature in all weathers. Children are active and flourish in their physical health. They climb through tunnels, developing increasing coordination and agility. The childminder cares for children of varying ages, and she subtly adapts her teaching to meet their different needs. For instance, she provides younger children with chunky crayons that are easy to handle. Older children make marks with felt-tip pens and pencils as they refine their coordination and dexterity in readiness for writing. The childminder's considerate teaching helps to ensure that all children are supported and make good progress. This is a busy, homely and stimulating setting.

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

- The childminder offers an inclusive setting, where all children are supported to thrive. Children learn about the diverse world in which they live in and show tolerance, empathy and respect for others.
- The childminder successfully supports children to make a smooth transition when they move to school. She shares detailed information with teachers and parents to help to ensure that children's transitions to school are seamless.
- The childminder teaches children about oral hygiene through age-appropriate activities and games. Children learn about the importance of brushing their teeth to reduce cavities. This supports children's independent self-care skills from an early age.
- The childminder offers children a varied curriculum. Each day, children enjoy a rich range of activities and outings to support their all-round learning. Children's interests are integrated into the programme of play. The childminder carefully weaves children's preferences throughout all activities to help to enthuse and inspire children.
- Children are confident and have a positive attitude towards their learning. For

instance, when faced with difficult tasks, they repeatedly try until they eventually succeed. This mature resilience is further fostered through the childminder's energetic praise and encouragement. Children have a good attitude towards their learning.

- Children enjoy the company of others. They share plenty of laughter and begin to develop strong friendships. This social interaction helps children to learn empathy and consideration for other children's feelings. The childminder sets clear boundaries and consistent routines to successfully help children to know what to do and how to behave.
- The childminder observes children frequently. She knows what children can do and what interests them. However, the childminder does not always extend this assessment to identify clear next steps in children's learning and focus her teaching with precision. For example, sometimes, planned activities focus heavily on children's interests, which successfully helps to enthuse children. However, the childminder does not consistently target teaching around gaps in children's knowledge to help children to make rapid progress.
- The childminder is deeply committed to offering children and families a high-quality service. She comments that she loves her job and shows commendable passion and drive. The childminder often reflects on her practice and takes steps to improve. For instance, the childminder has plans to develop her already stimulating home and strives for ongoing improvements to benefit children.
- The childminder helps children to grow vegetables in her large and spacious garden. Children learn where their food comes from and receive encouragement to try a variety of new flavours. The childminder prepares nutritious home-cooked meals and children develop a positive attitude towards healthy eating. Furthermore, children experience fresh air and exercise every day.

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:

- make better use of assessment information to identify clear next steps in children's learning and focus teaching with greater precision.

Setting details

Unique reference number	EY399617
Local authority	Stockport
Inspection number	10375924
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 12
Total number of places	12
Number of children on roll	31
Date of previous inspection	9 May 2019

Information about this early years setting

The childminder registered in 2009 and lives in Gatley, Cheshire. She operates all year round, from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides government funded childcare.

Information about this inspection

Inspector

Michelle Jacques

Inspection activities

- The inspector viewed all areas of the childminder's home. The inspector and the childminder discussed how the environment is organised, including safety measures and the curriculum design.
- The inspector observed the children playing indoors and outdoors and evaluated the impact of the curriculum.
- Parents shared their views through written testimonies, which were considered by the inspector.
- The inspector looked at relevant documentation, including suitability checks for all household members.
- The inspector spoke with the children at appropriate times and considered their views and opinions.

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