

Childminder report

Inspection date: 18 December 2019

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 enjoy a broad curriculum. They engage in a good range of exciting activities in the childminder's home and out in the local community. The childminder knows what children like to play with and ensures their favourite games and books are available. Children show increasing curiosity and excitement as they explore and play with toys that interest them. They independently choose resources they wish to play with, which contributes to their excitement in learning. For example, children smile as they play imaginatively with a play kitchen. They pretend to pour tea and cook pizza in a toy oven, frequently giggling to demonstrate their enjoyment. Children show motivation and enthusiasm to try new things. This positive attitude contributes to children's good progress.

Children share positive relationships with the gentle and kind childminder. They eagerly invite the childminder to join in their games and are clearly reassured by her company. Children are emotionally secure and happy in the childminder's care. They show they are immensely relaxed and content. To illustrate, children snuggle down and drift off to sleep with ease. The attentive childminder frequently checks sleeping children to ensure their safety and welfare when resting. Children are safe and happy. The childminder helps children to be sociable and make friends. Children mix with new friends at local toddler groups. They learn to share, take turns and play cooperatively.

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

- The programme of learning to support children's mathematical skills is particularly strong. For example, children cut a toy carrot and discuss 'full' and 'half' quantities. They begin to understand fractions as they play. Children count in sequence as they climb stairs. All children, including the very youngest, make impressive progress in their mathematical skills as they are supported by the childminder's good-quality teaching in this area.
- The childminder develops an accurate picture of children's development and skills. She observes children and encourages parents to share their knowledge about what children do at home. She knows children well and plans activities with appropriate challenge to help to promote their development. However, during planned activities, the childminder's organisation and teaching do not fully support children's writing skills. The space made available and the time for children to practise their writing means that this area of learning is not implemented as well as other aspects of the curriculum provided by the childminder.
- The childminder helps children to acquire key skills, in preparation for school. She has worked in a primary school earlier in her career and speaks confidently about school readiness. She helps children to prepare developmentally and

emotionally for a school setting.

- The childminder offers children plenty of opportunities to hear words. She continually talks to children when they play, and ongoing discussion and narration are provided. However, the childminder sometimes misses opportunities for children to practise their spoken language. Her questioning techniques do not always encourage children to join in discussions.
- Children concentrate and show sustained engagement as they play. They focus on activities for extended periods of time. Children listen to stories without distraction and show a commitment to their learning. They are motivated and curious to learn new things. This creates a foundation for future learning.
- When faced with a challenge, children respond positively. For instance, when completing challenging jigsaw puzzles, they repeatedly try until they finish them.
- Children harvest fresh fruit and vegetables at a local community allotment and learn where their food comes from in very practical ways. They develop a positive attitude towards healthy eating.
- Children learn about the diverse world in which they live in exciting ways. They visit local Chinese supermarkets, explore different cultural foods, and enjoy creative activities to help them to learn about diverse religious celebrations. Children are respectful and tolerant towards others around them.
- Learning is made enjoyable. For example, during car journeys, children spot door numbers and shop signs to help to develop their mathematical and literacy skills. They sing songs to extend their language skills and play I-spy, which helps to develop their critical-thinking skills. Children enjoy learning new things and the curriculum is exciting.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a firm understanding of safeguarding. She is aware of how to report concerns if a child's safety and welfare are compromised. The childminder knows about wider safeguarding issues and understands what to do if an allegation is made against her. She has recently refreshed her child protection skills through training. The childminder teaches children about how to keep themselves safe. Children learn about road safety when out of the home. The childminder implements good safety measures when on trips. For example, a travel first-aid kit is available and appropriate car seats help to protect children when they travel in the childminder's vehicle.

What does the setting need to do to improve?

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

- sharpen the implementation of the quality of education to provide even more opportunities for young children to practise their writing skills

- make the most of opportunities for children to talk as they play and extend their already good language skills further.

Setting details

Unique reference number	EY402391
Local authority	Stockport
Inspection number	10066073
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	2 to 5
Total number of places	6
Number of children on roll	3
Date of previous inspection	22 October 2015

Information about this early years setting

The childminder registered in 2009 and lives in Stockport. She operates all year round from 7.15am to 6.15pm, Monday to Friday. The childminder holds an appropriate qualification at level 3.

Information about this inspection

Inspector

Michelle Jacques

Inspection activities

- The childminder showed the inspector around her registered property. The inspector observed the organisation of toys and the safety measures in place in the childminder's home.
- Children's play and learning were observed by the inspector. The childminder's teaching and interactions were seen, and the impact on children's development was considered by the inspector.
- Documents used by the childminder were taken account of. The inspector viewed suitability documentation for all adults living in the childminder's home.
- The inspector discussed with the childminder different methods to communicate with parents. The inspector took account of written feedback from parents.
- The inspector spoke to children present during 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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