

Childminder report

Inspection date: 6 March 2024

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

The caring childminder has created a nurturing environment where children feel safe and are happy. She plans an ambitious curriculum for children, which helps them to make good progress. Children thoroughly enjoy their time at this vibrant setting. The atmosphere buzzes with their laughter and excitement. Children enjoy playing with cars. They enact the roles of police officers and show great fascination while playing with dough. The childminder is a good role model. She provides children with clear expectations for their behaviour. Children are kind and caring. They show positive attitudes towards their learning and behave well.

The childminder encourages children to be independent from a young age. For example, children help to tidy toys away and clear their plates after eating. They put their own coats and shoes on. Children develop the necessary skills in readiness for their next steps in learning, including their eventual move on to school.

The childminder supports children's social skills incredibly well. She models how to share toys and takes children to socialise at playgroups. Children show excellent social skills and are self-confident individuals. They warmly greet visitors and are keen to showcase their artwork.

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

- The childminder wants the best for children and their families. She continually reflects on her practice and thinks of ways to further improve outcomes for children. For example, she carefully plans the learning environment to promote children's communication and language skills through creativity. The childminder asks children questions and introduces new vocabulary. Children are confident communicators.
- In the main, children are provided with a broad curriculum. The childminder has a good understanding of child development and ensures that children have learning experiences that equip them with the required knowledge to be successful learners. However, on occasion, the childminder does not adapt activities to keep all children fully engaged in their learning.
- Partnership working is a strength. The childminder supports parents and carers to continue their children's learning at home. For example, she provides parents with a wealth of practical advice around toilet training their children. Parents welcome this level of support. They commended the childminder for her dedication to helping their children to flourish. Links with the local authority and other childcare professionals are robust.
- The childminder teaches children about respect and tolerance. She is calm and loving towards them. She explains to them the importance of friendships and

how to be thoughtful towards others. Children have a strong sense of belonging and demonstrate good behaviour.

- The childminder promotes children's large-muscle skills well. Children's laughter fills the air while they play football. They cheer each other on while playing ring games. Children show excellent balance and coordination skills. They throw balls and learn how to use a slide safely.
- The childminder supports children to gain a good understanding of the world. She teaches children that it is okay to be different. Children enjoy talking about the many ways that they are unique. For example, they discuss the difference in skin and eye colour. Children are fascinated while learning about festivals and celebrations. They show a good awareness of what life is like in modern Britain.
- Care practices are good. The childminder spends time with children and their families before they start at the setting. She ensures that children are familiar with their surroundings and are confident to stay in her care. The childminder gives children's emotional well-being high priority. They settle well and form close bonds with the childminder.
- The childminder teaches children about the importance of living a healthy lifestyle. Children discuss the significance of eating healthy food. They talk about taking regular exercise and how important fresh air is. The childminder helps children to learn about good oral health. Children talk about why it is necessary to visit the dentist. They demonstrate how to brush their teeth and discuss the taste of toothpaste. Children follow good hygiene practices.
- The support in place for children with special educational needs and/or disabilities (SEND) is good. The childminder ensures that timely interventions are in place. She works closely with other agencies to get children with SEND the support that they need. Children catch up quickly and gaps in their learning close.

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:

- review the implementation of activities, to help all children to be fully engaged in their learning.

Setting details

Unique reference number	EY403198
Local authority	Stockport
Inspection number	10317145
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 3
Total number of places	6
Number of children on roll	4
Date of previous inspection	14 May 2018

Information about this early years setting

The childminder registered in 2009 and lives in the Hazel Grove area of Stockport. She operates all year round from 7.30am to 5.30pm, Monday to Thursday, except for bank holidays and family holidays. She provides funded early education for two- three- and four-year-old children.

Information about this inspection

Inspector

Luke Heaney

Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their curriculum.
- The childminder showed the inspector the premises and discussed how they ensure they are safe and suitable.
- The inspector observed the interactions between the childminder and children.
- The childminder provided the inspector with a sample of documentation on request.
- The inspector spoke with parents during the inspection and took account of their views.
- The inspector carried out a joint observation with the childminder.

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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