

Childminder report

Inspection date: 24 June 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 childminder and his co-minder have created a home from home for the children who attend. Parents express how warm and caring the childminder and his co-minder are towards the children. This helps the children to feel confident and secure in their environment. As a result, they settle quickly and are eager to start their day.

Children behave well in this setting. The childminder and his co-minder create clear and consistent routines and expectations for children. These expectations help children understand how to be kind and respectful to others. For example, children are confidently developing skills to resolve their own conflicts and kindly share with their peers. Children are learning the personal and social skills they need to prepare them for the future.

The childminder and his co-minder strive to create curious learners who have positive attitudes to learning new things from the world around them. From a recent planned trip to the local Stockport Interchange older children were able to learn about different types of transport and expand their vocabulary. Younger children are provided with different levels and terrains in the outdoor area to help them develop into skilful walkers. Through the vast range of experiences children engage in they are all making good progress in all areas of their development.

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

- Children are provided with ample opportunities to develop both their small- and large-muscle movements. They spend time outdoors every day, going on walks with the childminder's pet dog and developing skills, such as running jumping and balancing on their home-made obstacle course. The childminder has a good understanding of developing children's small-muscle movements. For example, the childminder encourages children to use resources, such as tweezers in their play, to develop their grip. Children are developing the skills to support their early writing skills.
- The childminder and his co-minder support children's mathematical development effectively. They continuously role model counting in sequence and encourage children to join in. For example, the childminder encourages children to count the ice creams in their ice-cream shop with him. Children confidently count them one by one in sequence alongside the childminder. They are developing their skills to be able to count a group of objects.
- The childminder and his co-minder work closely with other professionals and parents to meet the individual needs of the children. They provide a variety of interactions throughout the day to help support children's communication and language needs. For example, when children say key words the childminder and

his co-minder repeat the words back to the children in a sentence to help extend their vocabulary. All children are making positive progress from their starting points.

- During activities the childminder and his co-minder adapt their interactions and resources to ensure children of all ages benefit from all learning experiences. However, this is not always consistent through the day, particularly during mealtimes. For example, due to the placing of seats younger children sit away from the older children with an adult. This does not always allow children to fully join in with the planned learning intentions for this time, such as developing their social skills.
- The childminder teaches children how to be respectful to others. He provides regular opportunities that support skills, such as turn taking. This helps children show kindness to each other and learn how to share. For example, children happily take turns sharing the interactive toys.
- The childminder and his co-minder teach children to be independent. They encourage children to take on little tasks which give them a sense of pride and responsibility. For example, before lunchtime older children help the childminder to prepare the food ready to cook.
- The childminder has formed strong partnerships with parents. Parents express how children have 'come on leaps and bounds' since attending the setting. The childminder and his co-minder provide regular 'homework bags' for the children so that they can continue what they have been learning at home in preparation for school. This helps continuity of learning between the setting and home.

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:

- explore ways to differentiate daily experiences, such as mealtimes, so all children can be consistently included in the intended learning outcomes.

Setting details

Unique reference number	EY406733
Local authority	Stockport
Inspection number	10339344
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 4
Total number of places	6
Number of children on roll	5
Date of previous inspection	11 July 2018

Information about this early years setting

The childminder registered in 2010 and is located in Offerton, Stockport. He operates Monday to Thursday all year round, from 7.30am to 5.30pm except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 2. The setting provides funded early education for two-, three- and four-year-old children. The childminder works with a co-minder.

Information about this inspection

Inspector
Joanne Buckley

Inspection activities

- This was the first routine inspection the childminder has received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in their evaluation of the childminder.
- The childminder showed the inspector the premises and discussed how they ensure it is safe and suitable.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years curriculum.
- Children spoke to the inspector during the inspection.
- The inspector talked to the childminder and his co-minder at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between the childminder, his co-minder and the children.
- The inspector carried out a joint observation of snack time 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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