

# Childminder report

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Inspection date: 2 February 2024

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|------------------------------|-------------|
| <b>Overall effectiveness</b> | <b>Good</b> |
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|--------------------------|-------------|
| The quality of education | <b>Good</b> |
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|                         |             |
|-------------------------|-------------|
| Behaviour and attitudes | <b>Good</b> |
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|----------------------|-------------|
| Personal development | <b>Good</b> |
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|                           |             |
|---------------------------|-------------|
| Leadership and management | <b>Good</b> |
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|----------------------------------------------|------|
| Overall effectiveness at previous inspection | Good |
|----------------------------------------------|------|

## What is it like to attend this early years setting?

### The provision is good

The childminder builds good relationships with children. For example, they enjoy cuddles together and children are comforted by the childminder's caring manner. This helps children to be happy and settled in her care. The childminder knows the children well and what their interests are. They talk together about the things they want to explore in their play, which helps to keep children motivated. The childminder encourages children to build good relationships with each other. This helps children to be kind and caring when they play together. The childminder knows what each child can do. She plans activities based on what they need to learn next. This supports all children to make good progress in their learning and development.

The childminder has high expectations of what children are able to do for themselves. For example, children chop their own strawberries and banana. This helps them to develop their independence. The childminder provides opportunities that support children to be inquisitive. For example, she makes stories interesting and encourages them to explore and investigate a range of different materials. This supports children to examine things and they demonstrate positive attitudes to learning.

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

- The childminder undertakes training and professional development activities, which help her to continuously improve her practice. For example, she meets with other childminders weekly to share best practice. Following training related to children's physical development, she has changed her activities, so that non-mobile children have the opportunity to stand more in order to build core strength.
- The childminder provides children with a wealth of activities to learn about the world around them. For example, children make bird feeders, talking about seeds, feathers and acorns. They hang the bird feeders in the tree, so that birds can eat them. Children develop curiosity about the natural world in which they live.
- Children demonstrate good behaviour. The childminder supports children to understand what activities they are going to engage in and praises them for their efforts. Children show good levels of concentration and listen carefully to any explanations that are given.
- The childminder's curriculum has mathematics woven throughout. For example, as children look at books, the childminder counts objects with them. During their play, she supports talk about objects being 'big' and 'small'. This helps children to learn about number and size.
- The childminder supports children to develop their communication and language

skills. For example, she introduces new vocabulary to children as they enjoy reading stories together and join in with singing. However, the childminder sometimes asks children too many questions and does not always give them enough time to respond. This means that children do not always use their language to explain their thinking.

- The childminder provides a broad range of social experiences for children. For example, they enjoy joining in with activities at local playgroups, in care homes and in soft-play centres. This supports children to grow in confidence in a range of different situations.
- Children are learning about healthy lifestyles. For example, they have grown rhubarb in the childminder's allotment and enjoy playing dentists, where they learn about how to keep their teeth clean. This helps children to learn about where food comes from and the things we need to do to stay healthy.
- The childminder teaches children about diversity and different cultures. For example, during Chinese New Year she took children to visit a Chinese restaurant. She introduced related props into children's play, so they could explore this further. Children are learning to understand similarities and differences.
- Parents provide positive feedback about the care and education that the childminder provides to children and their families. They know what children are learning during their time with the childminder. This helps to provide a consistent approach to meeting children's needs.

## 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:**

- give children enough time to think and respond to questions, to support their communication and language skills even further.

## Setting details

|                                                    |                                                                                   |
|----------------------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>                     | EY411775                                                                          |
| <b>Local authority</b>                             | Stockport                                                                         |
| <b>Inspection number</b>                           | 10308312                                                                          |
| <b>Type of provision</b>                           | Childminder                                                                       |
| <b>Registers</b>                                   | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Day care type</b>                               | Childminder                                                                       |
| <b>Age range of children at time of inspection</b> | 1 to 9                                                                            |
| <b>Total number of places</b>                      | 6                                                                                 |
| <b>Number of children on roll</b>                  | 8                                                                                 |
| <b>Date of previous inspection</b>                 | 23 March 2018                                                                     |

## Information about this early years setting

The childminder registered in 2010. She operates all year round, from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a relevant childcare qualification at level 3.

## Information about this inspection

### Inspector

Joanne Ryan

### 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 childminder and has taken that into account in their evaluation of the setting.
- The childminder showed the inspector the premises and discussed how they ensure they are safe and suitable.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- Children spoke to the inspector during the inspection.
- The inspector observed the interactions between the childminder and children.
- 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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