

Childminder report

Inspection date: 9 October 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

The childminder puts children and their families at the very heart of her practice. She aims to help children to grow into successful citizens. Children go on outings in the community with the childminder, including to the aquarium and museums. This contributes to children developing knowledge of the wider world. Children dress up in hats and enjoy imaginative play as they pretend to be historical figures. This promotes their awe and wonder as they gain a sense of a past world. Children talk with confidence about their recent visit to the park. They describe how they picked conkers and say, 'It was snowing leaves when the wind blew'. The childminder involves children in some discussions during activities. However, she does not always take the chance to engage them in more conversations in order to extend their vocabulary further.

Children enjoy a variety of interesting activities on offer and lead their own play well. The childminder could do more to help children to become deeply engaged in learning and promote higher attention levels. Children behave well and use good manners. They form strong attachments to the childminder and firm friendships with their peers. Children show that they feel safe in the childminder's care. The childminder offers some encouragement for children to be independent. However, she does not fully support them to do things that they can do by themselves.

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

- The well-qualified childminder helps children to develop good mathematical skills. For instance, at snack time, she explains that four small triangles of toast make one big square. The childminder helps children to learn how to use money and credit cards during role play. Children show good mathematical skills, demonstrated when they pretend to go shopping and practise counting. They state that their shopping bags are, 'Very heavy'.
- Children engage well in plenty of imaginary play. For example, they show care and respect for dolls, pretending they are babies as they change and feed them. Children imagine that they are a mechanic. They use toy pliers and hammers and pretend to fix things during play outside. At times, the childminder does not build on children's current interests to further support their attention. This does not fully support children to become deeply engaged during activities.
- The childminder teaches children how fruit and vegetables differ. She helps them to distinguish between size and colour. The childminder introduces new varieties of fruit, such as pomegranates. She tells children facts to help them to learn more. The childminder encourages children to engage in some discussions. However, she does not fully challenge children to develop their own thoughts and ideas. This does not support children to build excellent conversational skills.
- The childminder helps children, particularly boys, to develop a love of reading.

For instance, she uses home-made props, such as a 'hairy toe', to spark their interest in books. Boys enjoy acting out their favourite stories as they eagerly hunt for the hairy toe.

- Children choose freely from a good range of resources available to them. For example, they delight as they pour water into tubes and funnels in the garden. Children watch as the water flows quickly down the tubes and collects in buckets below. This helps children to learn about mathematical concepts, such as speed and velocity. Children are keen to help to refill the buckets with water from the hose pipe, stating, 'I can do it'. However, the childminder fills the buckets up for them. Furthermore, she takes children's shoes and coats off when they go back inside. This means that, occasionally, she does things for children that they can do for themselves. This does not fully support children's growing independence.
- The childminder encourages children to help to tidy up before they start a new activity. This helps them take responsibility for keeping the environment free from trip hazards.
- The childminder accesses online webinars and shares ideas with other local childminders. This helps her to refresh her knowledge. Partnerships with parents are good. The childminder gathers the views of parents, who comment positively about the provision. Parents are happy with the feedback provided at the end of each day and with the good progress their children make.

Safeguarding

The arrangements for safeguarding are effective.

The childminder accesses regular safeguarding training to keep her knowledge up to date. She knows the signs that may indicate a child is at risk of harm. The childminder knows who to contact and the procedure to follow should she have concerns about the welfare of a child. She has effective policies and procedures in place to help her to manage any incidents of sickness or illness. The childminder completes thorough risk assessments to ensure that children are kept safe in her home and on outings.

What does the setting need to do to improve?

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

- build on children's current interests to further support their attention and help them to become deeply engaged during activities
- support children even more to use their own thoughts and ideas so that they develop excellent conversational skills
- promote children's independence further to enable them to do more things for themselves.

Setting details

Unique reference number	EY414159
Local authority	Stockport
Inspection number	10074549
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children	3 to 12
Total number of places	6
Number of children on roll	8
Date of previous inspection	3 March 2016

Information about this early years setting

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

Information about this inspection

Inspector

Daphne Carr

Inspection activities

- The childminder discussed with the inspector how she organises the curriculum for children in her care.
- The inspector observed children at play and discussed their development with the childminder.
- The childminder and inspector completed a joint observation together.
- Children and the childminder spoke to the inspector at appropriate times during the inspection.
- The inspector took account of written feedback parents had provided.
- The inspector checked some documents, including evidence of the childminder's suitability and qualifications.

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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