

Childminder report

Inspection date: 23 June 2021

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

The provision is good

Children are settled and have formed very strong bonds with the childminder. She has continued to offer childcare during the COVID-19 (coronavirus) pandemic. The childminder is skilled in knowing what children know and can already do. She uses this information to link to what children need to learn next. The childminder is focusing on developing children's mathematical skills and reading skills. Children practise building a tower and measure if it is smaller or taller than themselves. Children show they are successful learners. They use their imagination in the pretend café as they confidently write the letters of their name.

Children are confident, keen to learn and explore the environment with enthusiasm. The childminder introduces lots of opportunities, both indoors and outside. She extends children's own ideas for play. She reminds them about the dangers of throwing toys, which helps children to keep themselves and others safe. Children respond well to the childminder who teaches them to share equipment. They are keen to tidy toys away when asked. The childminder is dedicated to providing a high-quality service for all families. She shares lots of information with parents about children's development. The childminder explains to them what their child has achieved. She evaluates children's progress with parents and shares ideas so that they are confident to extend children's learning at home.

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

- Since the last inspection, the childminder has developed her own professional practice. She has completed training courses about phonics, mathematics and literacy. The childminder uses her good knowledge to teach children a broad and interesting curriculum. This helps all children to make good progress.
- Children are considerate of each other's feelings and are polite and well mannered saying, please and thank you. However, on occasion, some children become impatient and struggle to manage their own behaviour. In the main, the childminder handles this well but does not always help children to successfully manage boundaries and expected behaviours.
- The childminder provides innovative opportunities to help children to gain the skills needed for writing. She recognises that children start to learn by forming shapes and letters during activities. This is the foundation for them to start to learn to write. Children use various implements for this, such as chalk and pencils.
- Children's mathematical development is very good. They are successful in adding, subtracting and using mathematical words. The childminder discusses mathematics across many of the activities. For example, as children place balls in a tyre the childminder asks thought provoking questions, such as if they add or take a ball away, how many will there be?

- Children have a good awareness of how to keep themselves safe. They explain to the inspector about 'Dr Dog' and how they have learnt about coronavirus. They know that they must sneeze into their arm. The importance of robust hygiene procedures help to keep children healthy and safe.
- The childminder places a high priority on evaluating her provision. She seeks the views of parents and children. Recently she has obtained their views about how their children have been supported during the pandemic. Parents have complimented the childminder on how she has put measures in place to keep everyone safe. As a result, parents feel there has been no negative impact on their children. They comment on how they have noticed their children have grown in confidence and how their communication skills have improved. Parents are extremely happy and complimentary about the childminder.
- Children learn about similarities and differences between themselves and other people. They have a great interest in the natural world and have learnt about the life cycle of a frog. They tell the inspector that the tadpoles in the garden came from tiny eggs. They say they now need to grow legs, lose their tails, and turn into a frog. When on walks, children each have a treasure bag containing a magnifying glass. They look for bugs and other interesting items.
- The childminder is skilled in extending children's interests in literacy. Children readily recognise the words 'tadpole' and 'frog'. The childminder supports them well, to inspire their curiosity and promote their thinking skills. When reading a story, she asks children open questions about what happens next. Children respond enthusiastically and confidently predict what may happen. They use a wealth of describing words, such as the character in the book is 'grizzly and grumpy'.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of her role and responsibility in keeping children safe. She has attended safeguarding training and can explain the signs and symptoms of abuse. She has clear procedures in place to follow if she is concerned about a child's welfare or well-being. The childminder is also well informed about the broader safeguarding issues, for example, witchcraft and the 'Prevent' duty guidance. Risks are readily identified and minimised. The childminder ensures that no unauthorised person can enter the premises. This helps to ensure that the environment is safe and secure for children.

What does the setting need to do to improve?

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

- support older children to better understand and recognise expected behaviours, to help them develop their emotional resilience.

Setting details

Unique reference number	EY415068
Local authority	Stockport
Inspection number	10133627
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 10
Total number of places	6
Number of children on roll	7
Date of previous inspection	4 December 2019

Information about this early years setting

The childminder registered in 2010 and lives in Hazel Grove. The childminder holds a qualification at level 3. Her provision operates from 7.30am to 5.30pm, Monday to Thursday in term time only. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Alison Tranby

Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 (coronavirus) 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 inspector completed a tour of the childminder's home. The intended learning opportunities available for children were also discussed.
- Discussions were held at convenient times with the children and the childminder.
- The inspector observed an activity and evaluated the impact on children's learning.
- Relevant documents were reviewed by the inspector, including qualifications and children's records.
- Parents written statements and comments were taken into consideration by the inspector.

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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