

Childminder report

Inspection date:

6 November 2023

Overall effectiveness	Good
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The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous
inspection

Good

What is it like to attend this early years setting?

The provision is good

The childminder provides a safe and well-resourced learning environment in which children are settled and happy. Her nurturing and positive interactions with children allow them to feel secure and confident. The childminder has designed an interesting curriculum; this motivates children to learn. The childminder gains lots of information from parents about children's previous learning and their care routines. As a result, she is clear about what children already know and can do. The childminder and her co-minder are attentive to children's individual needs. This results in children who are eager to learn and make good progress.

The childminder provides opportunities for children to develop skills that prepare them for the next stage of their education. For example, children develop their coordination as they untangle spiders from a web of elastic. They use tweezers and tools to strengthen the muscles in their hands in readiness for learning to write. The childminder values children's home routines and plans experiences to complement these. For example, she frequently takes children to eat in restaurants and visit local shops. These experiences help children learn about the world. The childminder, along with her co-minder, encourages children to behave well. She provides an orderly environment and offers children an abundance of praise and encouragement, which helps them to develop positive attitudes to learning.

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

- The childminder and the co-minder provide children with an interesting curriculum that builds on what they already know and can do. The childminder uses assessment to effectively identify what children need to learn next. As a result, children make good progress from their starting points.
- The childminder strives to provide the highest standards in care and education. She regularly reflects on her practice. However, she does not critically evaluate the curriculum she provides. This means she does not always consider the areas, or aspects of her curriculum, that she could further enhance to benefit the children.
- Children's language development is a priority for the childminder. The childminder asks children thought-provoking questions that start lively discussions. Children discuss what songs they would like to sing and eagerly join in with familiar songs and rhymes. This helps them develop their communication skills.
- Children explore the local community every day and learn to be respectful to people who help them. They are physically active in their learning. Children visit the local park every day and they learn about the seasons through nature. This helps to support children's growing vocabulary and helps children develop their confidence in social situations.

- The childminder provides children with exciting opportunities to learn about the world around them. For example, children learn how to care for animals. The childminder has a friendly dog that the children enjoy looking after. Children learn about what animals eat and how to keep them healthy. This helps children learn to develop respectful attitudes.
- Care routines are effective. The childminder reminds children to tidy up toys to keep the environment safe. Children wash and sanitise their hands before and after mealtimes and after they use a tissue. Children learn good hygiene practices.
- The childminder is passionate about promoting a love of books. She recognises the value of reading to help children learn about the world. The childminder provides a wide range of books and props that engage children in their learning and play. Children love attending story time sessions at the local library. They beam with pride as they discuss their 'own' library card and how they borrow books from the library. Children develop a real love of reading.
- Children are confident in the care of the childminder and the co-minder. There is a secure key-person system in place. This supports children to settle quickly into the setting. The childminder places children's emotional well-being at the centre of all she does. She supports children to learn about their emotions and how to express these. This helps children to demonstrate a positive attitude towards their learning.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her role and responsibility in protecting children from the risk of harm. She is alert to the possible indicators that identify when a child needs help. She is aware of the relevant agencies to contact for guidance or for making a referral. The childminder and her co-minder have completed relevant training to secure their knowledge and understanding of their responsibility to keep children safe. The childminder is clear what she should do if there are any safeguarding allegations made about any of her household members and assistants. She ensures her home is safe and secure, and she is vigilant in her supervision of children.

What does the setting need to do to improve?

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

- consider how to strengthen arrangements for reflecting on and monitoring practice to identify areas to enhance and further improve experiences for children.

Setting details

Unique reference number	EY416345
Local authority	Stockport
Inspection number	10302310
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	2 to 7
Total number of places	12
Number of children on roll	7
Date of previous inspection	7 February 2019

Information about this early years setting

The childminder registered in 2010 and lives in Stockport. She works with another registered childminder and occasionally with an assistant. The setting operates all year round from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a qualification at level 3. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Deborah Magee

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 childminder.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- The inspector spoke to the children at appropriate times during the inspection.
- The inspector observed the interactions between the childminder, the co-minder and the children.
- The childminder provided the inspector with 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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