

Childminder report

Inspection date:

26 September 2025

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

Children develop secure attachments and a strong sense of belonging in this warm, welcoming setting. The childminder has high expectations for children's behaviour and learning, modelling good manners effectively. Children learn to share and take turns, and they show kindness and respect. She builds children's emotional security through a calm, nurturing approach and follows their leads to support their interests and curiosity. For example, when children show interest in ice following a minor accident, the childminder introduces ice play to encourage exploration while promoting their safety. As a result, children become deeply engaged and develop positive attitudes to learning.

The curriculum supports each child's development, helping them make consistently good progress from their starting point. The childminder uses both child- and adult-led activities, encouraging exploration and skill-building across all learning areas. She skilfully uses observation and assessments to identify children's needs and plans activities accordingly, such as targeted storytelling and word games to boost communication and speech. This approach helps to build children's confidence and independence, preparing them well for their next stage, including school.

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

- Physical development is promoted effectively through a range of purposeful activities. The childminder supports children's large-muscle development by, for example, engaging them in action songs and movement activities. Small-muscle skills are encouraged through hands-on experiences, such as peeling and cutting fruit, with sensitive hand-over-hand guidance provided when needed. This supports children to develop their fine motor skills, which are needed for early writing.
- Mathematical skills are developed through hands-on activities such as counting and exploring shapes. For instance, children build towers with blocks and learn about size, balance and spatial relationships. The childminder encourages children to compare heights and count blocks as they stack. This helps them to strengthen their early mathematical skills and boosts their confidence in problem-solving.
- Children develop good hygiene practices and independence. They know to wash their hands before eating and talk about needing to wash away the germs. Children confidently put on their own shoes and coats. The childminder gives children as much time as they need to manage their self-care tasks. She offers an abundance of praise when they succeed. Children grow in their independence and learn to manage their personal care needs well.
- The childminder has broadened children's understanding of diversity, such as by adding new books and materials that reflect different cultures and backgrounds.

She encourages children to learn about and participate in celebrations meaningful to their peers, such as hosting activities for Lunar New Year. This helps to foster children's respect and appreciation of cultural differences.

- The childminder is reflective. She reflects on her own practice daily and incorporates new ideas within her setting. She identifies areas that she would like to improve upon, as well as areas that she feels are a strength. She keeps her knowledge up to date. For example, she has completed training around the changes to the statutory guidance and demonstrates her knowledge within her positive practice.
- Parents value the strong partnerships they have with the childminder. They welcome the practical strategies provided for use at home, such as those for potty training and reducing dummy use with their children. Additionally, parents recognise the childminder's attentiveness and flexibility, especially in supporting children's emotional well-being during significant transitions, such as the arrival of a new sibling.
- Overall, children benefit from a language-rich environment. The childminder narrates their play and encourages back-and-forth interactions to support language development. For example, when children play with blocks, she introduces words such as 'stack', 'balance' and 'tower', helping to extend their vocabulary. However, she often asks children closed questions that only require short or one-word answers. Furthermore, she sometimes asks them questions in quick succession, not giving children time to think. This means that at these times, children's language development is not fully supported.

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:

- review the style of questioning used to give children more time to think and respond to questions.

Setting details

Unique reference number	EY420984
Local authority	Stockport
Inspection number	10399585
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	3
Date of previous inspection	6 December 2019

Information about this early years setting

The childminder registered in 2011 and lives in Stockport, Manchester. She provides care Monday to Friday from 7.30am to 6pm. The childminder holds an appropriate early years qualification at level 3. She provides government funded early education.

Information about this inspection

Inspector

Kelly Little

Inspection activities

- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The childminder spoke to the inspector about children's learning and development.
- The inspector spoke with the childminder about the leadership and management of the setting.
- The inspector interacted with children during the inspection.
- Parents shared their views with the inspector.
- The inspector observed the interactions between the childminder and the children.
- 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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