

Childminder report

Inspection date: 27 February 2024

Overall effectiveness	Good
------------------------------	-------------

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 warm, friendly and inclusive environment. Children separate from their parents with ease and confidently wave goodbye. Once in the setting, children enjoy a cuddle with the childminder before going off to explore the environment. The childminder follows the children's interests as they explore the small-world farm animals. Children ask, 'What's that?' as they hold up animals. The childminder names the animals followed by their animal sound, encouraging the children to repeat. The childminder is a positive role model. She has high expectations for the children's behaviour. She is consistent in encouraging them to develop good manners. For example, as she hands children their water bottles, she gently reminds them to say 'thank you'.

Children gain a love of books from a young age. They carefully turn pages as they independently sit and explore the array of books on offer. The childminder talks to the children about what is happening in the pictures. For example, they discuss the life cycle of the ducklings. Children have opportunities to socialise and meet with new people. They regularly go to community playgroups and on trips to the local fields. These opportunities support children's learning experiences outside of the home.

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

- The childminder has a clear understanding of what she wants children to learn. She provides a well-balanced curriculum that is focused on children's interests. Children very much lead their play as the childminder skilfully implements their next steps. As a result, children are consistently engaged in their learning.
- Children's communication and language are well supported. The childminder provides a language-rich environment, commenting and narrating where appropriate. She repeats single words that children use during play, then extends this by adding an additional word. Children make good progress in their communication and language development.
- The childminder has a good support network of other childminders. They share information and any relevant updates. The childminder undertakes some training opportunities, such as to update her safeguarding and child protection knowledge. However, the childminder does not precisely identify what professional development opportunities will support her to raise her knowledge and teaching skills further to continue to promote the best outcomes for children.
- Children are provided with opportunities to learn about what makes them unique. They talk about different styles of hair and how some children's families live in different countries. The childminder incorporates festivals and celebrations into her planning. This helps to prepare children for life in modern Britain.

- Partnerships with parents are effective. Parents comment that the childminder's 'communication is brilliant'. Parents are kept up to date with their child's developmental progress and they work alongside the childminder at home. However, partnerships with other settings that children attend are not as strong. This does not always promote continuity in children's care and development.
- Gaps in children's knowledge are swiftly identified. The childminder completes regular assessments, such as the progress check at age two, and shares these with parents. The childminder works closely with other professionals, such as health visitors, where appropriate. All children make good progress.
- Children's personal development is well supported. Fresh drinking water is available for the children to access, and they enjoy fresh fruits for snack. Children are supported to build on their independence skills, such as washing their own hands before meals. Children are beginning to learn some of the ways that contribute to leading a healthy lifestyle.
- The childminder supports children to manage their behaviour well. She uses praise to promote good behaviour and gently reminds children of rules and boundaries. Children are eager to join in with new learning experiences, such as talking about the features of real daffodils that are on display. Children behave well and learn how their actions can impact others.

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:

- focus professional development more sharply on enhancing knowledge and practice to continue to provide the best outcomes for all children
- establish systems for information-sharing with other settings that children attend, to help promote continuity in children's learning and development.

Setting details

Unique reference number	EY421554
Local authority	Stockport
Inspection number	10317176
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	6
Date of previous inspection	23 May 2018

Information about this early years setting

The childminder registered in 2011 and lives in Hazel Grove, Stockport. She operates all year round from 7.30am to 6pm, Monday to Thursday, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Jade Patten

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 her evaluation of the childminder.
- The inspector took account of parents' views from their written feedback.
- The childminder showed the inspector the premises and discussed how they ensure they are safe and suitable.
- The childminder and inspector evaluated an activity together.
- The inspector observed interactions between the childminder and children.
- The inspector and childminder completed a learning walk together to discuss the childminder's intentions for children's learning.
- The childminder and the inspector held ongoing discussions throughout the inspection.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2024