

Childminder report

Inspection date:

8 September 2022

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision is outstanding

Children are enthusiastic, curious and focussed, as they enjoy meaningful learning at this stimulating and welcoming setting. Young children develop large-motor skills, climbing, balancing and scooting along on sit-and-ride toys. They concentrate as they run over a ramp and smile with delight when praised for their achievements. The kind and observant childminder stays close by, giving reassurance, reminding children to play safely and modelling excellent behaviour. Children learn tremendous social skills. They share, take turns and look after each other. Their behaviour is exemplary. Children excitedly dig through mud for 'treasure', shouting with amazement when they discover items which they explore, describing textures, colours, materials and shapes. They find sticks and decide to fish for letters in bowls, confidently naming numbers and letters. They have animated discussions with the childminder when they realise one digit can be the number zero or the letter 'O'. Aspirations for children are ambitious and activities are challenging. Children make rapid progress in learning.

Children are developing superb independence as they look for resources to complete a task. Children show resilience as they try to get some dough out that is stuck in a tube. They blow the tube and discover the dough is sticky. They poke it and learn the stick is too short and that another stick is too wide. Finally, they use the handle of a wooden spoon, cheering excitedly as the dough pops out. Children are fully engaged in active learning, developing skills that will help them learn at school and beyond. Experiences are carefully and expertly planned and sequenced by the knowledgeable childminder. Children are having a marvellous time as they learn through each new adventure.

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

- The childminder is committed to keeping her professional development up to date and relevant. She uses her knowledge to improve her teaching, and parents comment positively on the learning she shares with them, such as information on safe internet use. This helps children stay safe online.
- Regular observations are used to assess children's learning. Next steps and any emerging concerns are shared with parents, so parents can continue targeted learning at home. For example, sharing key words that children have learned and tips on interacting, so children are given attention and time to speak. Children's speech develops rapidly.
- Children are curious learners. They decide to wash the dinosaurs so look for a container to fill with water. The childminder skilfully supports their curiosity as they think about what container is best, considering together what shape and size to choose and what might happen if it has a hole in the bottom. Children are motivated, resourceful and are developing exceptional thinking and problem-

solving skills.

- Children benefit from many exciting trips. They talk about their friends and the activities they do with great enthusiasm. They look at print on road signs and use maps to find their way around. They are developing skills which will help their later reading and literacy skills. Some trips focus on celebrations of festivals or experiences and events linked to national world days. These real-life experiences make learning relevant and memorable for children, as they develop respect of individuality and diversity.
- Much of children's learning takes place outdoors, giving children superb opportunities to learn about nature. They develop a healthy and active lifestyle, and well-being is well promoted.
- The childminder carefully intervenes with play, seizing opportunities to help children learn. For instance, when children notice a toy car is heavy, the childminder encourages them to hold their arms out to be 'human scales'. They test the weights of different objects, guessing which would be heaviest, then testing it by holding them. Children have tremendous fun while learning about weight and developing skills to estimate.
- Partnership with parents is excellent. Parents often replicate activities with their children at home, helping children to recall and share their learning. They comment that the childminder is 'passionate' about her role, valuing the interesting and detailed feedback they receive about their child's day. Parents are amazed and proud of the progress their children make.
- Children are encouraged to use good hygiene and develop independence throughout the day. They count to make sure they wash their hands for an appropriate length of time, and they are confidently aware of the times when hands need to be washed, after toileting and before eating, for instance.
- Interactions supporting language and mathematics are consistently excellent. Young children are supported to hear new descriptive words, such as 'squash' and 'squish'. Their attempts to speak are celebrated and repeated back to them. Older children are offered new and exciting words, giggling as they try to say more complex words. They are introduced to mathematical words, such as 'segment', 'length' and 'half'. This knowledge helps children as they progress to school.
- Children have a secure and close relationship with the childminder. They skip up to her with items to show and listen intently as she explains new learning. They laugh as they share an experience and rejoice together in new achievements. Children are secure and exceedingly happy.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of her role and responsibility in keeping children safe from harm, including what to do if she has concerns about a child's welfare. She attends regular training to keep her knowledge of safeguarding current and to remain up to date with wider safeguarding issues. The setting is secure and play areas are free from hazards. Risk assessments in the setting and

on trips are robust, further promoting children's safety.

Setting details

Unique reference number	EY422925
Local authority	Stockport
Inspection number	10074712
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 3
Total number of places	6
Number of children on roll	5
Date of previous inspection	6 May 2016

Information about this early years setting

The childminder registered in 2011 and lives in Stockport, Cheshire. She operates all year round, from 8am to 5pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3.

Information about this inspection

Inspector

Lynn Richards

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 provider and has taken that into account in their evaluation of the provider.
- The inspector discussed the activities and teaching that the childminder provides for children and observed the areas of the home and garden used for childminding.
- The inspector observed the quality of teaching during activities and jointly assessed with the childminder the impact that this has on children's learning and personal development.
- The views of parents were gathered through written feedback and discussions. The inspector spoke to children at appropriate times during the day.
- The inspector sampled a range of documents, including the paediatric first-aid certificate and public liability insurance.

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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