

Childminder report

Inspection date: 1 August 2024

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

The provision is good

The childminder is kind and caring towards the children in his care and is a positive role model. He recognises when children might need additional emotional support and offers reassurance. For example, he asks children if they want to sit on his knee when they need some comfort. This helps children to build strong bonds and attachments with the childminder and feel happy in the setting. The childminder sets clear boundaries for the expectations of children's behaviour and consistently reinforces these when children are playing. For instance, he talks to children about what is fair and helps them to understand the other children's perspective. This supports children to behave well and comprehend how their actions affect others.

The childminder encourages children to investigate and explore. They look for creatures in the garden and are delighted to find snails. This helps children to show curiosity and wonder about the world around them. The childminder has high expectations of children. He observes children, assesses what they are able to do and uses this information to plan experiences which help children acquire new knowledge and skills. This helps children to make good progress in their learning and development.

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

- The childminder places a great emphasis on extending children's understanding and language. He gives children lots of explanations related to the things they are doing. For example, they talk about the different fruits they like and what they might taste like as they are completing a jigsaw about fruit. This extends children's range of vocabulary and helps them to use a growing range of language to communicate.
- The childminder works hard to build good relationships with parents, he establishes trust and mutual respect. He organises social events where parents can come together and share information about their children. This creates a shared understanding of what they collectively want to achieve for the children and a consistent approach to meeting their needs.
- The childminder is skilled at talking to children about how things work and developing their level of understanding. However, at times, the childminder does not fully extend children's learning by encouraging them to think things through for themselves. For example, when some books fall off the shelf, he is quick to show children how to put them back and does not give them opportunity to think about what they might do. This means children do not always think about the range of possible solutions to a problem.
- The childminder supports children to develop their mathematical knowledge. For example, they engage in games where they roll the dice and find the card with the corresponding number. This helps children to develop their counting skills

and extends their ability in matching.

- The childminder facilitates opportunities for children to share in the achievements of others. For instance, during games when children get a correct answer, they all cheer for each other. This helps to create a sense of mutual care and respect for each other and contributes to the good behaviour that children demonstrate.
- The childminder creates experiences for children to be physically active. For example, he creates an assault course for children to undertake where they have to climb up a slide ladder and through tunnels. He records how long it takes children to complete the course and they try to beat their own time. This supports children to engage in activities that promote good health and develops control of their bodies.
- The childminder works with a co-minder. They regularly discuss the quality of the care and education that is provided to children and their families. This helps them to improve the experiences that they offer and maintain a good quality service. Therefore, children are able to access a quality curriculum where they progress in all areas of learning.

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:

- extend opportunities for children to think for themselves during activities and interactions, to further enhance their learning and problem-solving abilities.

Setting details

Unique reference number	EY427419
Local authority	Stockport
Inspection number	10351255
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	0 to 6
Total number of places	6
Number of children on roll	15
Date of previous inspection	18 October 2018

Information about this early years setting

The childminder registered in 2011 and lives in Cheadle Hulme, Cheshire. He operates all year round from 7.30am to 6.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder works with a co-childminder. The childminder holds a Post Graduate Certificate in Education.

Information about this inspection

Inspector

Joanne Ryan

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 setting.
- The childminder showed the inspector the premises and discussed how they ensure it is safe and suitable.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- Children spoke to the inspector during the inspection.
- The inspector observed the interactions between the childminder and children.
- Parents shared their views of the setting with the inspector.
- 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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