

Childminder report

Inspection date: 15 September 2025

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 has strong bonds with children, who feel safe and secure in her care. She provides a fun and home-from-home learning environment in which children's confidence blooms. The childminder helps children to learn about the expectations and rules in her setting. Children help to tidy up toys and know to wash their hands before meals. Children are independent learners who are happy to lead their own play. They eagerly join activities planned by the childminder, which support a broad and balanced curriculum. Children gain an abundance of skills that will benefit them in the next stages of their education.

The childminder supports children's development, and children enjoy the range of activities that are on offer. The childminder teaches children how they can keep themselves safe. For instance, children learn how to use tools such as knives and cutters safely as they use the play dough and eat bananas during snack time. She reminds children how to keep themselves safe as they access the garden. Language and literacy skills grow through interactive story sessions with the childminder and during library visits. Children show positive behaviour and display enthusiasm in their play and learning. When children occasionally take toys from others, the childminder quickly steps in and reminds them of the importance of sharing or taking turns. This ensures that children behave well.

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

- The childminder plans and delivers an ambitious curriculum for all children. She has designed a strong curriculum to develop children's personal and social skills. She uses visits to parks, groups and libraries to strengthen the curriculum. The childminder helps children to develop a clear sense of belonging in the community in which they live. Children develop respectful attitudes and are very confident in a range of social situations.
- The childminder gives children lots of opportunities to develop their physical skills in the outdoor space. They ride on trikes and enjoy playing in the water tray. They use different sized tools to fill up containers with coloured water. However, the same consideration is not given to all aspects of the curriculum outdoors. This means that children who prefer to learn outside are not fully supported to do so in their preferred learning environment.
- The childminder supports children's communication and language well. She talks to the children about what they are doing and what they can see. She asks a range of effective questions and gives the children plenty of time to respond. She introduces interesting vocabulary, such as the word 'hedgehog' when placing sticks into dough. She works in partnership with speech and language therapists to support children's early language where appropriate. This ensures that the development of children's communication skills is secure.

- Children develop their knowledge of mathematics throughout the day. For instance, while playing with dough and animals, children carefully count how many coloured sticks are in the dough. They sort the sticks by number, colour and size. Children demonstrate a growing understanding of mathematical language during child-initiated activities.
- The childminder is determined to help children to develop a love of reading. She provides a wide range of high-quality books for children to access. Children learn to handle the books with respect. They enjoy visiting the library and choosing books to read at home. This approach helps children learn to love reading.
- The childminder evaluates her provision. She knows the strengths and areas for development in her setting. The childminder seeks parents' views and uses this information to improve her provision. She accesses mandatory training, such as safeguarding and paediatric first aid. However, she does not always identify opportunities for professional development to enhance teaching skills and knowledge even further.
- Parents appreciate the childminder's expertise and regular updates on their children's progress. The childminder offers practical guidance and promotes continuity in children's care and learning. She communicates daily about each child's development and activities. Parents express strong trust in the childminder's reliable and supportive approach, which enhances children's well-being and development.

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:

- develop the curriculum for outdoor play further to extend learning opportunities for children during their time spent outdoors
- target professional development opportunities more precisely to enhance the quality of teaching and education of most benefit to children.

Setting details

Unique reference number	EY433280
Local authority	Stockport
Inspection number	10398570
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 5
Total number of places	6
Number of children on roll	4
Date of previous inspection	30 October 2019

Information about this early years setting

The childminder registered in 2011 and lives in Stockport. Her provision operates all year round, from 7.30am to 5pm, Monday to Thursday, except for bank holidays and family holidays. The childminder provides government funded childcare.

Information about this inspection

Inspector

Suzy Marsh

Inspection activities

- The childminder showed the inspector around the premises and talked about how she delivers her early years curriculum, inside and outside.
- The inspector observed the childminder interacting with children and evaluated how this supports children's development.
- Children communicated with the inspector during the inspection.
- Parents and carers shared their views 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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