

Childminder report

Inspection date: 30 October 2019

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 curriculum is effective and helps to prepare children for the next phase of their education. For example, children take part in a varied programme of outings that help to extend what they know and remember. At the park children gather autumn leaves. The childminder teaches them to notice and talk about the different shades of orange and red. This helps children to learn about the changing weather and seasons. After their hard work children visit the café and buy drinks. This teaches them about exchanging money for goods.

Parents say that the childminder's professional and caring approach helps children to settle in quickly and to feel secure. They comment particularly on the confidence that children gain from their secure and trusting relationship with the childminder. Parents say that the childminder works in close partnership with them. For example, this helps children to make rapid progress when they are ready to use the potty or toilet.

The childminder demonstrates high expectations for children's behaviour. She teaches children sensible rules that encourage them to respect and be kind to other people. The childminder skilfully enables children to develop positive and healthy relationships with each other. For example, children enjoy rough-and-tumble play then snuggle together to listen to favourite stories.

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

- Children play cooperatively with each other from a young age. This is a particular strength of the provision. For example, two- and three-year-old children negotiate roles for their pretend play. They create distinct characters that they sustain convincingly. They discuss and modify the storylines. This collaboration promotes children's ability to work as part of a group. Furthermore, the rich, imaginative play stimulates new thinking and more ideas really well.
- The childminder evaluates her practice. This helps her to enhance children's development and learning. For instance, the childminder rearranged furniture to provide a sturdy table-top surface. She now puts out toys that attract babies who are beginning to pull up and stand. Older children stand still to paint and draw. This helps to promote their balance and core strength. The childminder shares information with other settings that children attend. This promotes continuity in children's care and learning effectively.
- The childminder teaches children to recite numerals in ascending order. They begin to demonstrate early counting skills. For example, they point at the items they are counting. However, on occasion, the childminder does not fully promote children's understanding that each numeral stands for a specific quantity.
- Children are extremely eager to hear stories. They join in with repeated refrains

and anticipate rhyming words. This helps to promote children's speech and their readiness to read.

- Well-established routines in the provision help to promote children's independence. This is demonstrated when older children rush to put their boots and coats on before playing outside. Children adopt habits that contribute to their long-term health and well-being. For example, they participate in a local project about oral health. Children learn to brush every tooth. They begin to understand why this is important.
- The childminder continually extends her professional skills and knowledge. For instance, she meets with other childminders and they exchange ideas for activities. In a further example, the childminder takes babies and toddlers to classes that teach them to use gesture to communicate. She learns the gestures and incorporates them into her practice. This helps to accelerate the rate at which children learn to communicate.
- Children become deeply involved in self-directed play. For example, they play with little sorting bears and carefully decide where each one should sit on the table and why. However, there are instances when adult-led activities lessen children's involvement and thinking. For example, the childminder interrupts children to ask them to sort the bears into colour groups. They complete the task but it does not fully challenge them and their level of engagement is reduced.
- Children learn about cultures and beliefs that are different to their own. For example, they find out how Hindus celebrate Diwali. Children wear bracelets and dance joyfully to traditional music. This promotes their physical development and sense of rhythm.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands the local authority Multi-Agency Safeguarding and Support Hub (MASSH) procedures for child protection. She demonstrates a clear intention to report suspected abuse of a child. The childminder knows what to do if an allegation is made against her or a member of her household. The childminder demonstrates good understanding of the 'Prevent' duty. She actively promotes values that help children to resist the influence of extreme views. The childminder is alert to risks to children's safety. For example, she checks that the camera lens on the inspector's tablet computer is covered.

What does the setting need to do to improve?

To further improve the quality of the early years provision, the provider should:

- sharpen the teaching of numbers and counting, so that children make really rapid progress in learning that numerals denote quantity

- strengthen the teaching of adult-led activities so that children are deeply involved in learning that challenges them to the highest level.

Setting details

Unique reference number	EY433280
Local authority	Stockport
Inspection number	10066086
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	0 to 8
Total number of places	6
Number of children on roll	10
Date of previous inspection	3 December 2015

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 5.30pm, Monday to Friday, 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

Susan King

Inspection activities

- On arrival the inspector spoke with the childminder about the children who were present. She asked the childminder about her plans for activities during the morning.
- The inspector observed and interacted with the children. She took account of their responses to activities and care routines.
- Parents provided written feedback about the childminding provision. The inspector read and evaluated this.
- The childminder and the inspector discussed the impact of activities and care routines on children's progress and well-being.
- Documentation used in the provision was considered and discussed, for example, the childminder's written policy for child protection.

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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