

Childminder report

Inspection date: 26 February 2025

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 and welcoming environment, where children demonstrate that they feel safe and secure. Children arrive excited to start the day and separate from their parents with ease. The childminder and her assistants know the children well and build strong bonds with them. They are responsive to children's individual needs. The childminder is a positive role model. She provides children with plenty of praise and encouragement, which supports their self-esteem and confidence effectively. The childminder has high expectations of children and gives gentle reminders to guide their behaviour. Children learn to manage their emotions from an early age. For example, when small altercations occur, the childminder provides encouragement to resolve any conflicts by encouraging children to think about each other's feelings. The childminder consistently models good manners for the youngest children. This helps children to develop an understanding of right and wrong. Children demonstrate a sense of belonging, behave well and are happy in the care of the nurturing childminder.

The childminder actively engages children in daily routines, supporting them to do as much for themselves as possible. For example, children demonstrate positive attitudes to learning as they eagerly chop and slice their own fruit at snack times. The childminder models how to use knives safely. Children show resilience as they keep trying and are delighted when they succeed. Children are learning how to keep themselves safe as they develop their independence in preparation for their next stage of learning.

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

- The childminder supports children's communication and language development well. She sensitively joins in with play following children's lead. Back and forth interactions provide lots of opportunities to model new language, such as 'stretch' and 'scrunch', as the childminder narrates play. Furthermore, she consistently repeats the correct pronunciation of words as young children develop their speech. Children are becoming confident communicators.
- Children demonstrate a love of books. They independently seek out their favourite book and snuggle up as they listen intently to a story. In addition, the childminder provides a wide range of age-appropriate books to support children's learning. For example, children learn about online safety and moving on to school through stories. Children's early literacy is well supported.
- The childminder actively supports children's critical thinking skills. During a matching pairs game, children are encouraged to match the sounds heard to the pictures. In addition, the childminder incorporates opportunities for children to explore numbers and early mathematical concepts well. Children learn simple subtraction as she takes away objects from a tray and encourages children to

identify how many are left. The childminder weaves counting into younger children's play. For instance, children count how many times they hear the bell ring before they seek out the matching picture. Children develop an understanding of mathematics and learn to use numbers purposefully in their play.

- The childminder provides a range of healthy meals and snacks. She and any assistants that work with her remind children to drink water throughout the day to keep themselves hydrated. Children develop an understanding of the importance of hygiene practices, such as washing hands and covering their mouths when they cough. Children learn about keeping themselves healthy.
- The childminder provides a range of opportunities for children to develop their physical skills. Children go for daily walks and visit parks. Inside, the childminder offers children opportunities to develop their small muscles as they explore making marks and drawing rainbows. Children's physical development is well supported
- Parent partnership is strong. Parents comment positively on how the childminder offers advice on issues, such as toilet training. This helps to support children in their home environment. In addition, parents report that the strong links that the childminder has secured with the other settings children also attend provides a continuity of care for their children.
- The childminder and her assistants work well together. She ensures her assistants have regular opportunities to maintain their mandatory training and for continued professional development. The childminder values her assistants and provides them with regular supervision meetings.
- The childminder plans a curriculum that ensures children have access to a wide range of age-appropriate learning opportunities. She uses observations and assessment to check children's progress and identify where they may require further support. However, on occasions, she does not consistently use this knowledge, especially when delivering adult-led activities, to effectively build on what children know and can do. On these occasions, children's learning is less precisely extended.

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:

- build on the already strong teaching to focus more sharply on individual children, building on what they already know and can do, and what they need to learn

next.

Setting details

Unique reference number	EY433303
Local authority	Stockport
Inspection number	10372260
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 7
Total number of places	18
Number of children on roll	14
Date of previous inspection	9 April 2019

Information about this early years setting

The childminder registered in 2011 and lives in Marple, Stockport. She operates all year round from 8am until 5.30pm, Tuesday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3 and works with two part-time assistants. The childminder provides government funded early education.

Information about this inspection

Inspector

Kelly Little

Inspection activities

- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for the curriculum.
- The childminder showed the inspector around the premises and discussed how she ensures that they are safe and suitable.
- The inspector observed the quality of education being provided and evaluated an activity with the childminder.
- The inspector observed the interactions between the childminder and the children.
- The childminder provided the inspector with a sample of key documentation.
- Parents shared their views of the childminder with the inspector.

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 2025