

Childminder report

Inspection date:

5 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

Outstanding

What is it like to attend this early years setting?

The provision is outstanding

Children blossom in this exceptionally warm, welcoming and homely environment. They feel safe and are happy. Children form very strong attachments with the childminder which supports their emotional well-being extremely well. When the setting closed for a short time during the COVID-19 pandemic, the childminder kept in close contact with the families to offer support if needed.

Children are provided with an ambitious and exciting curriculum that builds on what they know and can do. They benefit from meaningful learning experiences that build on their current interests and keeps them motivated to learn. For example, the childminder adds enhancements, such as animals, to messy play. This persuades even those who are initially reluctant to get messy to join in the fun. The childminder's values of 'curiosity,' 'kindness' and 'bravery' are completely embedded in her practice. They are evident in her interactions, and children follow her example. Children are able to reflect on their own actions and express how they are feeling superbly well. Children understand the daily routines, and their behaviour is exceptional.

Supporting children's growing independence is prioritised from the earliest age. Children are confident in their own self-care skills. The childminder empowers children to carry out tasks for themselves. For example, children climb a two-tread step up to the kitchen sink and wash and dry their hands competently. After meals children use a mirror to check they have wiped their own faces properly.

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

- Children are curious learners and are fascinated by the world around them. They are intrigued as they investigate the texture of 'gloop' made from cornflour and water. The childminder promotes children's understanding of the world, as she talks to them about what they can see, hear and feel.
- The childminder encourages children to support each other whenever they can, and she praises their kindness and consideration. Children are very tolerant and polite. For example, they say 'thank you' when they receive their lunch and help others who are less able to achieve things. Children's behaviour is impeccable as they know what is expected of them.
- The childminder provides challenging and exciting opportunities for children to develop their physical skills. For example, they have plentiful opportunities to practise climbing up the magnolia tree and walking over uneven surfaces, such as loose bark chippings. The childminder reassures them when they stumble, offering plenty of kind words and cuddles. Children learn to be brave.
- The childminder promotes children's communication and language skills exceptionally well. She interacts effectively with children through consistent eye

contact, talking calmly and always being at the children's level. The childminder uses rich and varied vocabulary with the children through general conversation and interactions.

- Children listen to stories and songs with high levels of interest, and they freely access books throughout the day. The childminder has created a 'book nook' which is a unique area under the tree in the garden where children can relax and enjoy familiar stories. Children are also able to take story books home to share with their families. This helps to foster a love of books and reading.
- Children are encouraged to take appropriate risks during their play as they learn to manage their own safety. For example, they skilfully negotiate ramps with the wheeled vehicles and use ladders to access the play house. They learn about their limitations as they decide whether their leg can reach the next rung.
- The childminder understands the importance of promoting healthy eating and lifestyles. She provides nutritious snacks and meals. Where parents provide their own meals, these complement the childminder's healthy eating programme. In addition, parents donate to the fruit bowl, which children are then able to help themselves to independently throughout the day.
- The childminder skilfully teaches children what makes them unique and to respect and celebrate diversity. For example, children identify the similarities and differences between their homes and families. The childminder is an excellent role model. She encourages kind, caring and respectful behaviour. Children take items to the food bank and donate birthday gifts for disadvantaged children.
- The childminder develops meaningful parent partnerships. Parents are provided with regular and detailed information about their children. Parents' comments reflect their very high opinion of and appreciation for the childminder. They feel fully included in their children's care and learning and say they are overwhelmed by the professionalism and support she provides.
- The childminder is highly reflective of the ways in which she can continue to build on her already excellent practice. The childminder values opportunities to enhance her professional development. She undertakes training courses, uses the internet and links closely with other childminders in her area. She actively seeks advice from professionals and embraces their ideas and advice readily.

Safeguarding

The arrangements for safeguarding are effective.

The childminder places high emphasis on promoting children's safety and well-being. She is fully aware of her role and responsibilities in keeping children safe. She has a secure understanding of potential indicators of abuse and understands how to report concerns to external support networks. The childminder is highly reflective of the ways in which she can continue to build on her already excellent practice. She carries out robust risk assessments in her home and when on outings as part of her strong focus on keeping children safe. The childminder has attended paediatric first-aid training and understands how to deal with accidents and injuries competently.

Setting details

Unique reference number	EY454474
Local authority	Stockport
Inspection number	10109838
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 9
Total number of places	6
Number of children on roll	10
Date of previous inspection	12 June 2013

Information about this early years setting

The childminder registered in 2012. She lives in Marple. She operates weekdays, from 7am to 6pm, all year round, 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
Lisa Oakley

Inspection activities

- This was the first routine inspection the provider 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 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 communicated with the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- 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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