

Childminder report

Inspection date: 31 October 2023

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

The provision is good

Children show that they feel at home in the friendly childminder's care. They are relaxed and self-assured as they move between the kitchen, the playroom and the garden. Children learn new information and interesting words all the time. For example, toddlers have been learning about Hallowe'en. They know that ghosts are 'spooky' and that spiders make webs. The childminder takes children on regular walks and outings. They go to the park and collect autumn leaves. This gives children first-hand experience of the exciting colours and textures of the season. The childminder skilfully helps children to recall and talk about their adventures. This promotes children's discussion skills and memory.

The childminder keeps parents and carers well informed about daily events. This pleases parents. They say that knowing what children have done, helps them to initiate topical conversations at home. The childminder works in partnership with parents. This is demonstrated really well when children are ready to use the potty. Everyone works together and this helps children to make smooth, confident progress towards independence in their personal hygiene. Children learn to be helpful and to follow routines. They know that they must take their plates to the kitchen, when they have finished eating snack.

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

- The childminder seeks out training that adds to her professional skills. She recently learned to use a screening toolkit for assessing children's language development. The childminder now has more knowledge and understanding about how children acquire language. This helps her to guide children's progress and to respond quickly to early signs of communication delay.
- The childminder shows that she has high expectations for children's behaviour. However, there are instances when she does not communicate and apply her rules for children's conduct clearly enough. This slows children's progress towards self-regulation as they grow.
- Children are eager to hear stories and the childminder is a willing reader. This helps children of all ages to hear rich patterns of language and learn meaningful vocabulary. Toddlers join in joyfully, using whole-body movements, when Superworm 'wiggles' and 'squirms'. Children begin to remember the sequence of events in familiar stories. Their enjoyment of books and stories prepares children well for learning to read when the time comes.
- The childminder uses her knowledge of child development to sequence children's learning. Children learn, step by step, how to fasten and unfasten their coats. They show obvious pride in their progress and achievement. Some learning is sequenced less effectively. The childminder asks toddlers to colour in pictures, before they have developed the hand strength and dexterity that this requires.

The task is not appropriate, because the children cannot succeed.

- The childminder promotes children's mathematical development. Children count as they take scoopfuls of rice. This is because the childminder has modelled 'counting behaviour' and children copy her. The childminder helps children to learn about size. They discover that the spiky ball is too big to fit into the chute, but the tennis ball does. Children complete sort-and-stack shape puzzles. They notice that one triangle is out of line and persevere to solve the problem.
- Children learn to follow the childminder's hygiene routines. They wash and dry their hands thoroughly, before they eat snack. This minimises the risk of cross-infection. It instils habits that help to promote children's long-term health.
- The childminder asks children what they want to do and joins in with their play. However, on occasion, she moves children on to new adult-led activities too quickly. This does not encourage the self-motivated exploration that promotes children's deepest thinking and learning.
- Parents are pleased that children have so many opportunities to mix and play with children of different ages. This happens every day when older children attend the provision before and after school. Also, the childminder is one of a group of local childminders, who take it in turns to organise playtimes in their homes. This provides a secure base for children to form early friendships and wider relationships.

Safeguarding

The arrangements for safeguarding are effective.

The childminder keeps her awareness of child protection matters up to date. She attends training that refreshes her knowledge about local safeguarding procedures. The childminder knows what to do if she has concerns that children are at risk of harm. The childminder keeps required records and shares them with parents. When children bump their heads, the childminder monitors their welfare and alerts parents to the signs and symptoms of head injury. The childminder teaches children about online safety matters, such as not accepting friend requests from strangers. The childminder minimises health and safety risks in her home. She demonstrates strong knowledge about managing children's sleep time safely.

What does the setting need to do to improve?

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

- apply rules for children's conduct really consistently
- sequence children's learning even more effectively
- give children more time to explore and test out their own ideas.

Setting details

Unique reference number	EY455964
Local authority	Stockport
Inspection number	10304985
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 10
Total number of places	6
Number of children on roll	10
Date of previous inspection	7 February 2018

Information about this early years setting

The childminder registered in 2012 and lives in Stockport. Her provision operates during school terms, from 7.45am to 5.15pm, Monday to Wednesday. The childminder is eligible to provide funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Susan King

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 inspector and the childminder discussed and evaluated some of the childminder's activities and routines. The childminder described to the inspector how she decides what to teach.
- The inspector observed and joined in with children's play.
- The inspector read written references from parents. She took account of parents' views.
- Documents used in the childminder's provision were sampled and evaluated by 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.

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