

Childminder report

Inspection date:

27 March 2025

Overall effectiveness	Outstanding
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Overall effectiveness at previous inspection	Good

What is it like to attend this early years setting?

The provision is outstanding

The highly knowledgeable and nurturing childminder provides an environment where children flourish. She supports children's emotional well-being exceptionally well, providing plenty of praise and reassurance to help children feel safe and secure. Children are highly independent. For example, they help themselves to a choice of breakfast items and show superb skill and control as they pour their own drinks from a jug. These excellent skills will support children at school. The childminder helps children to develop a positive attitude to learning. Children show deep concentration levels and are able to remain focused on all activities. The childminder is skilful in recognising when children are ready to move on to something new. This ensures that children are consistently engaged in learning experiences.

The childminder implements an ambitious curriculum. There is a broad range of adult-led activities and opportunities for children to lead their own play and learning. For example, children make their own 'potions' at the colour mixing station. They talk to each other about the different colours and take turns to spray the bottles. Children provide encouragement to their peers and demonstrate excellent skills in playing cooperatively. The childminder is a positive role model and encourages children to use their manners appropriately. All children behave exceptionally well and are highly respectful to each other and visitors.

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

- The childminder provides a highly ambitious curriculum for children that takes into account the seven areas of learning. She has an excellent understanding of the key skills she wants children to learn and in what order. For example, the childminder offers an abundance of activities to support children's fine motor skills and pencil control. Older children confidently write their own name and demonstrate excellent hand-eye coordination.
- The childminder provides strong support to develop children's communication and language skills as part of the planned curriculum. For example, children learn Makaton alongside their verbal communication. They demonstrate this learning during circle-time activities and are confident signing key words, such as 'thank you'. Children are given ample time to think and process information before they respond to questions. Children are confident communicators and articulate themselves well.
- The childminder provides superb support to help children develop their independence and self-care skills from a young age. Older children independently access the toilet with no support. They know to wash and dry their hands, as this has been practised from a young age. The childminder encourages children to chop up their own fruit at snack time. They use safety

knives with confidence and demonstrate resilience when encountering difficulties. Children make remarkable progress and show great confidence in their self-care skills.

- The childminder is highly successful in giving children a rich set of experiences to promote an understanding of themselves, their feelings and emotions. She has implemented strategies from recent training to further support children. The childminder recognises when to intervene to help children regulate their emotions. She successfully offers children choices from a visuals board, such as to have a cuddle or take deep breaths. Children are able to self-regulate and promptly join back in with activities.
- Partnerships with parents are strong and highly effective. Parents value the childminder's commitment to cater experiences to children's individual needs. The childminder regularly shares children's development and next steps, with ideas to support learning at home. This helps to provide excellent continuity of care and learning for all children.
- Early literacy skills are skilfully woven into inspiring activities. For example, during 'What's in the Bag?', children recognise the sound of the initial letter for each resource pulled from the bag. The childminder provides opportunities for children to explore books. Children know the role of the illustrator and the author. These experiences significantly support children's literacy skills and give them a strong foundation for future learning.
- The childminder provides valuable experiences for children that broaden their understanding of the wider world and people that make up the local community. The childminder regularly takes children out into the community to visit local shops and businesses. Children recall visiting a local Jamaican restaurant and talk about the foods they sampled. These rich experiences contribute to the children's understanding of the different people in the community and prepare them for life in modern Britain.
- The childminder is passionate and highly dedicated to her role. She engages in highly effective professional development. Furthermore, she strives to continually improve and update her own knowledge and skills, as well as eagerly seeking support from the local authority and other professionals. The childminder accelerates all children's learning to help them make excellent progress.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

Setting details

Unique reference number	EY457739
Local authority	Stockport
Inspection number	10375793
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	2 to 9
Total number of places	6
Number of children on roll	7
Date of previous inspection	2 May 2019

Information about this early years setting

The childminder registered in 2012 and lives in Great Moor, Stockport. She holds an early years qualification at level 3 and works with a co-childminder in the co-childminder's home. She operates all year round, from 8am to 6pm, Tuesday to Thursday, except for family holidays. The childminder provides government funded places for childcare and receives specific funding for disadvantaged children.

Information about this inspection

Inspector

Jade Patten

Inspection activities

- The inspector held a discussion with the childminder in relation to the leadership and management of the setting. She looked at relevant documentation, such as evidence of the childminder's suitability to work with children.
- The childminder showed the inspector the premises and discussed how she ensures that they are safe and suitable.
- The childminder and the inspector discussed how the childminder organises her early years provision, including the aims and rationale for her early years foundation stage curriculum.
- The inspector took account of parents' views from their written feedback.
- The inspector observed the quality of interactions between the childminder and the children.
- The inspector carried out a joint observation of an activity with the childminder.

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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