

Childminder report

Inspection date:

28 September 2023

Overall effectiveness	Good
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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 kind and caring childminder spends getting to know the children, which enables her to understand their routines, interests and developmental needs. This helps children to feel settled. Parents describe the setting as their child's 'second home'. The childminder supports children to develop new skills. For example, she helps them to develop their physical skills by chopping fruit with a plastic knife.

Children benefit from lots of opportunities to develop their independence. For example, the childminder teaches children to put on their own 'wellies' and coats to play outside. As a result, children develop their confidence as they independently complete tasks. The childminder supports children's interest in nature as they build a bug hotel. This nurtures children's curiosity as they discuss which insects might live in it. The childminder builds on children's interest by giving them magnifying glasses to examine the insects they find. These meaningful experiences positively support children's learning.

The childminder plans regular outings to help children extend their social skills. For example, at toddler group, children mix with a large group of children. This also helps them to learn to take turns and share toys with their new friends. Children behave well and develop good levels of self-confidence, which helps to prepare them for their move to school.

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

- The childminder monitors children's learning and progress. As a result, she is able to identify any gaps where support may be needed. The childminder works in partnership with other professionals, such as speech and language therapists. This means that children are given the right support to help them to catch up and succeed.
- The childminder generally offers activities to support children's next steps in learning. For example, she encourages children to develop their skills in mathematics by counting during their play. However, some activities are too challenging. For example, very young children are offered activities to help them to learn shapes. These activities are beyond their level of learning. This means that aspects of the curriculum do not consistently build on what children know and can do.
- The childminder has good hygiene routines, which she implements well. For example, children know to use a tissue to blow their noses, and they are confident in washing their hands independently. However, aspects of children's physical development are not fully supported. For example, the childminder does not help children to fully understand why good hygiene is important.
- The childminder attends regular training to help improve her teaching and

practice. For example, the childminder has recently attended a course to support children's speech and communication. As a result, she has developed effective interaction strategies and communication. This helps children to make progress in their speech.

- Children enjoy books and stories, which supports their early literacy. They eagerly engage as the childminder reads a familiar story. The childminder also encourages children to talk about the illustrations as they turn the pages. Children concentrate well and develop a love of books.
- Children benefit from regular outdoor play and exercise. The childminder provides a range of activities that help children to develop their big muscles and balance. For example, children show increasing skill as they bounce on the trampoline. At other times, they demonstrate control as they ride wheeled toys. These activities help to support children's physical development and coordination.
- The childminder provides meaningful learning opportunities that help children to learn about being healthy. For example, the childminder helps children to recognise and name foods that are good for their bodies. As a result, children know that foods such as mushrooms help their lungs. They confidently discuss how mushrooms help them to breathe when they are running. Children are beginning to develop healthy lifestyles.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of her role and responsibility in keeping children safe from harm. She attends regular safeguarding training to keep her knowledge up to date. The childminder knows the signs and symptoms of abuse and knows what to do should she be concerned about the welfare of a child in her care. The childminder holds a current paediatric first-aid certificate and knows what to do in the case of an emergency. The childminder supervises children well, including during nap times, when children are checked on regularly. Overall, children's safety and well-being are fully promoted.

What does the setting need to do to improve?

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

- structure the curriculum so that learning builds on what children know and can do
- strengthen the good hygiene routines already in place to include helping children to understand the importance of good hygiene.

Setting details

Unique reference number	EY458205
Local authority	Stockport
Inspection number	10301482
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 8
Total number of places	6
Number of children on roll	7
Date of previous inspection	25 January 2018

Information about this early years setting

The childminder registered in 2013 and lives in Stockport. The childminder offers care for children Monday to Thursday, from 7.30am to 5.30pm, all year round, except for bank holidays and family holidays. The childminder offers funded places for two-, three- and four-year-olds.

Information about this inspection

Inspector

Lynn Richards

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 provider and has taken that into account in their evaluation of the provider.
- The childminder joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- 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 the inspector carried out a joint observation during snack time.
- 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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