

Childminder report

Inspection date: 9 June 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	Good
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What is it like to attend this early years setting?

The provision is good

All children flourish and become familiar with routines in this bright and inviting setting. The childminder and her assistant are nurturing and caring. They recognise the importance of forming close bonds with children to support their emotional well-being. The childminder has a good understanding of how young children develop. She implements a broad and ambitious curriculum that ensures that children embed skills across all areas of learning.

The childminder and her assistant have high expectations and act as excellent role models. They use positive reinforcement and praise to consistently support children to share and be kind. Children behave very well, demonstrate exceptional manners and display high levels of respect for one another. For example, children take turns and support each other to fish with magnetised toy rods. The childminder's assistant skilfully incorporates mathematical and positional language, and children confidently recall their counting up in twos. He teaches them to 'wind the reel forwards to go down, backwards to go up'. The children use their small muscles as they eagerly practise this action. Strong friendships are forming, and the attentive childminder and her assistant use every opportunity to encourage and support children's learning across all areas.

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

- The childminder understands the importance of reading books and singing songs to support children's developing language skills. She reads with enthusiasm and encourages children to tell her what comes next in familiar stories. For example, children delight in discussing what the tiger will eat next in their favourite story 'The Tiger Who Came to Tea'. This helps to ensure children make swift progress in their communication and language development.
- Children enjoy activities both in the childminder's home and on outings in the local community. For example, they visit the shop to buy different foods and ingredients. The childminder uses this as an opportunity to embed her teaching of healthy eating habits. However, the childminder has not yet prioritised the enrichment of children's learning experiences further afield, in order that children see the diversity of modern Britain and gain a better understanding of the world.
- The childminder and her assistant teach effective hygiene practices and give children gentle reminders as to when to wash their hands. Children demonstrate an excellent knowledge of the daily routine. For instance, children participate in a well-organised lunchtime routine, where they remember to wash their hands, select their cutlery and sit down politely at the table. Children are learning to manage their own personal needs and become increasingly independent.
- Children enjoy their time in the childminder's secure and inviting garden. They

demonstrate good physical dexterity and strengthen their core muscles as they ride balance bicycles, throw balls and chase after their friends. The childminder teaches children to challenge themselves and take appropriate risks as they play. For example, children concentrate intensely as they climb and negotiate the bars to get to the top of the climbing frame. They feel a sense of achievement as they reach the top, receiving an abundance of praise from the childminder. This helps to build their self-esteem and fosters a 'can-do' attitude to learning.

- Parents speak highly about the childminder and say that she has had a 'huge impact on their children's well-being'. They comment on the progress their children have made and say they 'appreciate the consistent routines'. The childminder makes regular links with children's home life as they enjoy recalling what they have to eat when they go to a café. Children are valued and listened to, meaning they gain the confidence and independence to embrace challenges and make their own choices.
- When children are ready to move on to school, the childminder shares detailed knowledge on their development with teachers. This information-sharing and partnership working has a positive impact on children's learning and development and helps to ensure children make a seamless transition.
- Self-evaluation is accurate and reflective. The childminder acknowledges that, more recently, further professional development opportunities for her assistant have been limited. Therefore, professional development is not yet sharply focused on enhancing the quality of teaching to an even higher level.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant complete regular safeguarding training to ensure that their knowledge remains up to date. They are aware of the signs of abuse and neglect and know the local referral procedures to follow should they have a concern. The childminder teaches children about keeping safe and managing their own risks in a child-friendly and informative way. For example, she tells them it is a good job they are all wearing sun cream and hats today so that the hot sun does not burn them. The areas used for childminding are clean, secure and thoroughly risk assessed for children's safety.

What does the setting need to do to improve?

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

- broaden the enrichment of children's learning experiences in order to see the diversity of modern Britain and gain a better understanding of the world
- prioritise opportunities for further professional development so that they are sharply focused on enhancing the quality of teaching to an even higher level.

Setting details

Unique reference number	EY458759
Local authority	Stockport
Inspection number	10276172
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 11
Total number of places	12
Number of children on roll	11
Date of previous inspection	4 July 2017

Information about this early years setting

The childminder registered in 2013 and lives in the Cheadle Heath area of Stockport. She operates all year round from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3 and works with two assistants on a full-time basis. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Marianne McDowell

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 inspector observed the quality of education being provided and assessed the impact on children's learning and development.
- The childminder and the inspector discussed the curriculum and the intentions for children's learning.
- The inspector observed the childminder's interactions with children during play and daily routines.
- The inspector spoke to the childminder's assistant and children at appropriate times and took account of their views.
- The childminder provided the inspector with a sample of relevant records and documentation, including evidence of the suitability of adults living in the household.
- All areas of the premises used for childminding were viewed, and the inspector took account of how the childminder ensures that children are safe.

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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