

Childminder report

Inspection date: 27 February 2024

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

Children are happy and settled in the childminder's care. The childminder builds good relationships with the children. For example, the children and the childminder all enjoy cuddles together. The childminder gives children lots of praise and encouragement. This motivates children and supports them to grow in confidence and self-esteem. The childminder follows children's interests and provides experiences that are based on things they are interested in. This helps children to engage in activities for extended periods of time and develops their level of concentration. Children demonstrate positive attitudes to learning. For example, they take pleasure in looking at photos of the range of experiences they have engaged in, where they recall past events.

The childminder has high expectations of children and supports them to have a 'can-do' attitude. For example, children take an active roll during baking activities. They crack eggs, mix the ingredients and observe what happens when the cakes are cooked. The good range of activities supports children to make good progress in their learning and development. Children are developing their independence. For instance, children squirt soap on their own hands and wash them without support. This helps children to be ready for their next stage of learning as they can undertake tasks for themselves.

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

- The childminder supports children to develop their levels of understanding. For example, children enjoy listening to stories where the childminder talks to them about bats and spiders. This helps children to understand a wider range of topics and information.
- Children develop their understanding of the world around them. For instance, they go on visits to the local library, and they pick blackberries during walks. This supports children to understand about the places and features in the community.
- The childminder encourages children to develop their thinking skills. For instance, as children play with pretend aeroplanes, the childminder supports them to add 'petrol' to the pretend aeroplanes. She also encourages children to think about other things that might be in the sky. This helps children to show curiosity and extends the possibilities of the things they can do in their play.
- Partnerships with parents are good. The childminder works closely with parents as children settle in and then continues to strengthen the relationships by ensuring that there is good communication in place. This helps to meet children's care and education needs.
- The childminder uses spontaneous opportunities to help children build relationships and play together cooperatively. However, she does not consistently

support children to learn about emotions and feelings. Therefore, children do not fully understand how and why they might be experiencing certain emotions.

- Children learn about germs and the importance of handwashing. For example, they wash their hands before eating, and the childminder sings with them about washing the germs away. This supports children to understand about the significance of healthy practices.
- The childminder reflects on her practice, in order to make improvements. For example, she reads about how children learn and develop, which has helped her to listen more carefully to children and to understand the things they want to do. This helps to build a strong bond with children and keeps them engaged in the experiences that are provided.
- Children are learning how to follow simple instructions. For example, they tidy up the toys together once they have finished playing. This benefits children as they learn how to take care of things.
- The childminder supports children to develop their physical skills. For example, they learn how to balance beanbags on their head and feet. This aids children in developing their balancing skills and control of their bodies.
- Children develop their hand-eye coordination and fine motor skills. For instance, they roll balls to knock down skittles and make marks on drawing boards. This helps them to develop the skills they need for early writing.

Safeguarding

The arrangements for safeguarding are effective.

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

What does the setting need to do to improve?

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

- strengthen the curriculum for personal, social and emotional development, in order to enhance children's understanding of emotions and feelings.

Setting details

Unique reference number	EY467191
Local authority	Stockport
Inspection number	10312424
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 3
Total number of places	6
Number of children on roll	4
Date of previous inspection	30 April 2018

Information about this early years setting

The childminder registered in 2013 and lives in Marple, Stockport. The childminder operates all year round, from 8am to 5pm, Monday to Friday, except for bank holidays and family holidays.

Information about this inspection

Inspector

Joanne Ryan

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 childminder showed the inspector the premises and discussed how she ensures that they are safe and suitable.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- Children spoke to the inspector during the inspection.
- The inspector observed the interactions between the childminder and the children.
- 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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