

# Childminder report

---

Inspection date:

7 September 2022

|                              |             |
|------------------------------|-------------|
| <b>Overall effectiveness</b> | <b>Good</b> |
|------------------------------|-------------|

---

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

Children enjoy warm bonds of affection with the childminder, who cares for their individual needs very well. The resources on offer support the intended curriculum for individual children. There is a wide variety of stimulating toys and books which the children delight in playing with and reading. Children are excited to show the childminder what they're creating and invite her to take part in their play. Children are happy and safe at this warm and inviting setting. They are confident and take pride in showing visitors their favourite toys and games. They excitedly mould dough into unique shapes and decorate them with feathers.

Children behave well and enjoy learning at this setting. The childminder has high expectations of what the children can learn and achieve. She broadens their vocabulary by introducing new words into conversation. She ensures that children in her care have regular access to a variety of parks and playgroups where they can meet new people and enjoy new experiences. This helps children begin to understand the wider world.

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

- The childminder has a clear vision for the curriculum. She has identified individual targets for children. These focus on specific areas of learning, such as mathematics, communication and language and independence skills. This ensures that each child is able to make good progress.
- Children are deeply engaged with the stimulating resources on offer. They exercise physical skills when picking up small pieces of dried pasta and rolling in into colourful dough to create new shapes. They enjoy showing their knowledge of colours by shouting out their favourites and asking for alternatives. The childminder encourages the children to count as they play. This helps them to develop their knowledge of numbers and sequencing.
- The childminder provides children with a good range of experiences to promote physical development. For example, children knead, stretch and mould dough. They complete jigsaws and roll balls on the ground. They also play in the garden on the climbing equipment. As a result, children develop confidence in their physical play.
- The childminder teaches children about other cultures and the diversity of the world we live in. She does this by taking children on exciting trips into the wider community. She also ensures that children have access to a rich range of educational resources that help support children's understanding of difference.
- The childminder keeps her knowledge up to date by accessing online training provided by the local authority. This training includes information on how best to support children with special educational needs and/or disabilities. She also benefits from the support of a network of other childminders with whom she

shares key knowledge. This ensures that she meets the needs of the children in her care.

- Parents speak extremely highly of this provision. They comment that the childminder is 'the very best'. Parents say that the childminder supports their children's every need and communicates well with them regularly.
- Children and parents are invited by the provider to share their views. The childminder welcomes feedback that will help her to make continual improvements to her daily practice. She does this to ensure that the children in her care receive the best learning experience possible.
- The childminder interacts well with the children in her care and gently reinforces her expectations of positive behaviour. However, occasionally, when small altercations occur, some children's challenging behaviour becomes the main focus for the childminder. This means, at times, that children's emotional needs are not fully met and some children become a little upset.
- Children are keen to do things for themselves. For example, children select resources that interest them and lead their own play. However, they have little opportunity to self-serve during mealtimes, which means they do not always develop skills that support the smooth transition to school.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of her role and responsibility in protecting children from harm. She can confidently explain the procedures to follow if they have any concerns regarding children. She is knowledgeable about the possible signs of neglect as well as physical, emotional and sexual abuse. She has regard for the 'Prevent Duty' and understands the issues around county lines. She ensures that toys, resources and the general environment for children's play are hygienic and in good repair.

## What does the setting need to do to improve?

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

- provide more opportunities for children to exercise independence skills, to prepare them well for the transition to pre-school and primary school
- build upon the already good practice in place for tending to children's needs, by helping children to understand how others feel when they've hurt someone.

## Setting details

|                                                    |                                                                                   |
|----------------------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>                     | EY475766                                                                          |
| <b>Local authority</b>                             | Stockport                                                                         |
| <b>Inspection number</b>                           | 10075797                                                                          |
| <b>Type of provision</b>                           | Childminder                                                                       |
| <b>Registers</b>                                   | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Day care type</b>                               | Childminder                                                                       |
| <b>Age range of children at time of inspection</b> | 0 to 9                                                                            |
| <b>Total number of places</b>                      | 4                                                                                 |
| <b>Number of children on roll</b>                  | 13                                                                                |
| <b>Date of previous inspection</b>                 | 10 February 2016                                                                  |

## Information about this early years setting

The childminder was registered in 2014 and lives in Gatley. She operates term time only, from 7.30am to 6pm, Monday to Thursday, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Caroline Morton

### 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 her evaluation of the provider.
- The inspector observed the quality of education during activities and the impact this has on children's learning.
- The inspector observed the quality of education during activities and the impact this has on children's learning.
- The inspector spoke to children during the inspection. She took account of the views of parents through written feedback.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2022