

Childminder report

Inspection date: 31 March 2022

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 captivated as they play with the childminder. They learn lots of new things. For example, children look in a mirror to identify different parts of their faces. They beam at their reflections as they find their teeth and tongues. Children enjoy singing and reading. They enthusiastically sing 'wind the bobbin up' and join in with the actions. Children independently choose from a range of toys and activities. The childminder supports their choices and follows their lead. This helps children to explore and problem-solve.

Children are safe and feel comfortable in the dedicated indoor and outdoor spaces. They confidently communicate with the childminder. For example, toddlers say 'again, again' when a song finishes playing. Children benefit from a carefully planned curriculum that meets their individual needs. The childminder knows what children can do and extends their learning with targeted teaching. She sets high expectations, which helps children make good progress. For example, children develop their fine motor skills by choosing small craft items to stick on their pictures. Children have positive attitudes towards learning and are eager to join in with activities. They understand the boundaries set for them, because the childminder explains them in a way that they can understand. For example, when children bang cupboard doors, the childminder explains that they may break. This helps children to behave well.

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

- Children's communication and language is well supported. The childminder engages them with exciting activities that introduce new vocabulary and promote listening. For instance, children gaze intently as the childminder reads 'Dear Zoo'. They attempt new animal noises. The childminder extends children's learning by narrating as they play and explore. As she talks out loud, children listen closely and begin to repeat new words.
- Children enjoy when the childminder joins in with their play. For example, they use magnifying glasses to look at spiders. The childminder asks questions about the spiders' appearance. This prompts children to think about the small details they can see and promotes critical thinking. This helps to develop children's knowledge and skills.
- The childminder regularly assesses children. She understands what they already know and what they need to learn next. Children benefit from a carefully planned curriculum that meets their individual needs. Learning is arranged so that children learn more and more over time. For example, the childminder teaches younger children the numbers one, two and three before moving on to more complex numbers.
- Children are engaged, which supports their positive behaviour. They are

interested in the resources on offer and are eager to join in with activities. As the childminder prepares new activities, children ask questions and cannot wait to start. Children show pride in their achievements. For example, as they paint, they comment 'wow, beautiful' about their work. The childminder gives meaningful praise to children, which helps them to develop confidence in their own abilities.

- The childminder teaches children the importance of good hygiene. She explains to children why it is important to wash their hands, promoting their understanding of how to stay healthy. Engaging care routines help to build strong relationships between the childminder and children. For example, children giggle as they join in with familiar rhymes and songs during nappy changing. This supports their personal development.
- Children learn how to name their feelings and deal with emotions. For example, when children feel sad, the childminder encourages them to think about why. They work together to find a solution. This helps children feel secure and comfortable with the childminder.
- The childminder develops strong partnerships with parents. Parents are happy with the communication they receive through daily conversations and an online application. They comment that they can see at home all the things their children have learned with the childminder. Parents praise the welcoming environment that she provides, and comment that children 'blossom in her care'.
- The childminder accurately identifies some strengths and weaknesses in her own practice. For example, when an activity is too challenging, she is able to adapt it to better suit the children's capabilities. The childminder is able to adjust her teaching to meet children's needs. However, she does not teach children about online safety. The childminder also does not routinely share information with parents about online dangers. This means children may not appreciate the potential risks associated with online play.

Safeguarding

The arrangements for safeguarding are effective.

The childminder knows what to do if she has concerns about a child and is aware of what things might cause her concern. She uses information provided by the local authority to support her professional knowledge of safeguarding. The childminder attends safeguarding training so that her knowledge is up to date. She is aware of her responsibilities to safeguard children, and has the knowledge and skills required to fulfil these. The childminder completes risk assessments to identify any possible hazards. For example, she does not allow children to play outside if conditions are icy. This shows the childminder's commitment to ensuring 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:

- consider ways to strengthen parents' understanding of how to keep children safe online, in order to help maintain their safety.

Setting details

Unique reference number	EY482948
Local authority	Stockport
Inspection number	10219904
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	0 to 8
Total number of places	6
Number of children on roll	8
Date of previous inspection	25 August 2016

Information about this early years setting

The childminder registered in 2014 and lives in the Reddish area of Stockport. She operates all year round from 8am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a childcare qualification at level 3.

Information about this inspection

Inspector

Amanda 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 childminder and has taken that into account in their evaluation of the setting.
- The childminder showed the inspector around the premises and discussed how she ensures 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.
- The inspector observed the quality of education being provided, and assessed the impact that this was having on children's learning.
- Parents shared their views of the setting with the inspector.

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
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