

Childminder report

Inspection date: 10 February 2020

Overall effectiveness	Outstanding
------------------------------	--------------------

The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Overall effectiveness at previous inspection	Outstanding

What is it like to attend this early years setting?

The provision is outstanding

The childminder is highly professional. She gains a wealth of information about the children and their family during the settling-in period. She uses this to provide consistency in children's routines and help children to build secure attachments. As a result, children are extremely happy and settled. Children are familiar with the routines. For instance, they select a picture card, such as reading a story, to let the childminder know what activity they want to do.

Children demonstrate exceptional behaviour. From an early age they learn about acceptable boundaries and the importance of being caring, kind and respectful to each other. For example, the childminder helps children to learn to take turns, share and follow simple rules when playing a game. As a result, children become resilient, and understand that sometimes they may win the game and other times they may not.

The curriculum is rich, diverse and provides children with plenty of opportunities to explore new experiences both indoors and outside. The childminder observes children's play and accurately assesses their development. She builds on what children already know and can do. Consequently, children flourish and achieve above their expected levels of development and are fully prepared for starting school.

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

- The childminder demonstrates the highest expectations for herself and the children in her care. It is very apparent in all aspects of her provision that she is dedicated and provides children with the best level of education. For example, children use describing words, such as 'swish' and 'squelch' as they imaginatively recall the story 'We're Going on a Bear Hunt'. They excitedly explain that their residential bear, 'Clarendon' joined them on their 'bear hunt' and confidently articulate how he climbed the trees.
- Children develop an exceptional awareness and understanding about the wider community and the welfare of others. For example, they participate in charitable activities, such as filling shoe boxes with care essentials. They then donate these to those in need. They also learn about the environment as they help the childminder to recycle unwanted materials.
- The space outdoors is used creatively by the childminder to allow further continuation of children's learning. Children use the space to practise early writing skills, paint or play in the sand or water. Children's ideas are brought to life by the childminder. For example, the children and the childminder use items such as locks, cogs, switches and plugs to make an activity board. As a result, children are highly involved in activities and remain extremely focused.

- The childminder inspires children to develop a love of reading as she helps them to bring the book, 'The Gruffalo' to life. She provides resources, such as models of characters, that support children to use their imagination and encourage them to narrate the story.
- Children show independence when attending to their personal needs, such as putting on their own outdoor clothes. The childminder and children research the sugar content of snacks. She helps them understand how too much sugar can be bad for their teeth and well-being. Consequently, this enhances children's awareness of healthy choices. Children say with conviction that they will have 'good strong teeth that won't fall out'.
- The childminder uses her excellent knowledge of child development to provide opportunities for children to make exceptional progress. For example, her innovative teaching captures children's interests in dinosaurs. She helps children to widen their vocabulary, for example, as they talk about carnivores and herbivores. Younger children understand and talk about how caterpillars turn into butterflies. Children are absorbed in activities and demonstrate their learning is deep-rooted.
- Children have unique opportunities to learn about their own heritage. Parents provide memorabilia from relatives' home countries, such as coins, pottery and mosaic tiles. The childminder places these in and around the learning environments. As a result, children proudly talk about their own family backgrounds. In addition, children learn about many other cultures and festivals, such as Chinese New Year.
- Partnerships with other professionals are excellent. The childminder leads the local childminding network group and disseminates her excellent practice to others. She is extremely committed and attends relevant training to sustain her already substantial knowledge. She uses the views of parents and children to robustly reflect on ways she can enhance her already first-rate service. Since her last inspection, the childminder has improved the outdoor area to enable children to be even more physically active.

Safeguarding

The arrangements for safeguarding are effective.

The childminder keeps her knowledge of safeguarding up to date. She has a comprehensive knowledge of child protection, including the indicators of abuse. She demonstrates she is confident about how to report concerns in the event that a child may be at risk of harm. The childminder has a very secure understanding of wider safeguarding matters, such as Witch Craft and the 'Prevent' duty. The childminder ensures that her safeguarding policy is regularly reviewed and incorporates any pertinent changes linked to new legislation.

Setting details

Unique reference number	EY432534
Local authority	Stockport
Inspection number	10109823
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 4
Total number of places	5
Number of children on roll	9
Date of previous inspection	15 September 2014

Information about this early years setting

The childminder registered in 2010 and lives in the Hazel Grove 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 a childcare qualification at level 3. She provides funded early education for two- and three-year-old children.

Information about this inspection

Inspector

Alison Tranby

Inspection activities

- The childminder and the inspector completed a learning walk of the childminder's home. They discussed the intended learning opportunities available for children on the day of the inspection.
- The inspector held discussions with the children and the childminder at convenient times during the inspection. The inspector also checked evidence of the suitability of household members and reviewed relevant documents.
- Parents' views were taken into consideration through written feedback provided.
- The childminder planned an activity and she discussed the effectiveness and the impact on children's learning 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.

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.

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/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: 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
W: www.gov.uk/ofsted

© Crown copyright 2020