

# Childminder report

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Inspection date: 24 February 2022

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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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 look forward to their time with the childminder and cannot wait to get started in the morning. They feel happy and safe in the setting, and parents describe it as a 'homely environment'. Children learn to be responsible as they feed the two guinea pigs each morning and take the childminder's dog for walks. They show a positive attitude towards learning and experience awe and wonder in simple things, such as brightly coloured play dough. Children become completely engaged in their play and are encouraged to choose their own activities from a range of resources. This helps to promote their independence.

Children learn the sounds that letters make and regularly use numbers in their play. They develop a love of reading and singing, joining in with rhymes and stories that they are familiar with. All children benefit from a curriculum that is tailored to their individual needs. They make rapid progress due to the quality teaching they receive. Children behave well, showing that they understand what is expected of them. As a result of the COVID-19 pandemic, parents no longer come into the setting. However, positive relationships with parents are upheld. This means children benefit from continuity between their learning with the childminder and learning at home.

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

- The childminder promotes a love of reading and provides a wealth of books for children to explore. Reading becomes a shared experience where children can enjoy a cuddle while listening to the childminder read with great expression. Children are eager to choose the next story and demonstrate excellent listening skills, which helps them to learn new words at a rapid pace.
- The childminder completes regular assessments of children. She uses these assessments to identify what children have learned and to plan what she wants them to learn next. Learning is personalised so that all children, including those with special educational needs and/or disabilities, make good progress. The childminder has developed a curriculum that supports children's progress in all areas of learning.
- The childminder follows the children's lead and responds enthusiastically to their choices. As they play, she takes advantage of opportunities to extend their learning. For example, as children thread beads, the childminder gently introduces counting and colours. This means that children are always learning.
- Children's communication and language skills are promoted at all times. The childminder models new language, repeating key words and phrases to help children to remember them. For example, when using scissors, she says 'snip snip snip'. However, children do not yet have the vocabulary to express their emotions. This can lead to frustration as they struggle to convey their feelings.

- Children demonstrate a high level of curiosity in their surroundings. They eagerly explore toys and resources. When taking part in activities, children concentrate and stay fully engaged for an extended period of time. They show great satisfaction in their accomplishments, for example when fitting a jigsaw piece in the right place. This encourages children to try new things and to challenge themselves.
- Children have some opportunities to learn about festivals from other cultures. For example, during Chinese New Year, they read books and sampled Chinese food. The childminder promotes a culture of tolerance and respect. However, children have limited opportunities to learn about others who are different to themselves.
- The childminder develops positive relationships with the children she cares for. They go to her for comfort and reassurance. The childminder knows the children very well. She understands their individual needs and acts quickly to meet these. As a result, children's personal development is promoted very well.
- The childminder keeps her knowledge up to date by attending regular training. She has a good understanding of up-to-date strategies for teaching and learning. This means she is able to continually develop her practice to be the best it can be. The childminder has a good understanding of child development, which supports her in providing a curriculum that is well sequenced. For example, she understands the importance of helping children to develop their fine-motor skills before they begin to write.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder provides a safe environment for children to play and learn in. She knows what to do if she has concerns about a child, and what might concern her. The childminder attends training so that her safeguarding knowledge is up to date. She also seeks out further online training to extend her safeguarding knowledge. This helps to keep children safe. The childminder has enhanced her policy for the use of mobile phones and cameras so that parents and children do not use devices in the setting. She also has strict controls on the setting's tablet computer. This helps to protect children from online dangers.

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

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

- teach children the vocabulary they need to express their emotions
- provide opportunities for children to learn about others who are different from themselves.

## Setting details

<b>Unique reference number</b>	EY467190
<b>Local authority</b>	Stockport
<b>Inspection number</b>	10219784
<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>	2 to 4
<b>Total number of places</b>	6
<b>Number of children on roll</b>	2
<b>Date of previous inspection</b>	9 August 2016

## Information about this early years setting

The childminder registered in 2013 and lives in Stockport. She operates all year round, from 7am to 6pm, Monday to Friday, except bank holidays and family holidays. The childminder holds a recognised early years 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 spoke to the inspector about their 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.
- The inspector observed the interactions between the childminder and 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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Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

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Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
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