

# Childminder report

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Inspection date: 1 April 2022

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**Overall effectiveness** **Good**

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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 of all ages enjoy their time with the childminder. Younger children and babies confidently explore their surroundings. Older children carefully choose what they would like to play with. Children benefit from the large outdoor space where they develop their physical skills. Children have opportunities to visit the park and attend a local 'mini movers' class. This supports their physical development and well-being. They are happy and safe.

The childminder has high expectations for children. For example, she challenges children to put on their own coats and shoes before going outside. Children have positive attitudes towards learning and each other. They are eager to join in with activities. When the childminder joins the children for snack, they offer her food as they tell her 'sharing is caring'. Children have a good bond with the childminder, which contributes to strong attachments and a feeling of security. Children enjoy freshly cooked meals, which are praised by parents.

Children learn from a curriculum that is based on their individual needs. The childminder tailors activities to incorporate children's personal interests and individual stages of development. All children make good progress. Children are encouraged to learn by trial and error and express themselves creatively. They learn to problem solve. For example, as they make chocolate crispy cakes, they each decide how much chocolate they need. They choose how many cakes they would like to make, and independently scoop the mixture into cake cases. They show resilience when things do not go to plan, and keep going until they are happy with their creations.

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

- The childminder plans a curriculum that is tailored to individual children. She has a good understanding of child development and how to support children with special educational needs and/or disabilities. She knows what each child is working on and challenges them. For example, babies are encouraged to take their first steps, while older children work on number problems. Learning builds over time so that children continually make progress.
- Children are well prepared for school. The childminder understands what she wants children to know and be able to do as they prepare for the next step in their education. She sends packs home for parents to complete with their children to support them with this. There is continuity between learning at home and learning with the childminder.
- The childminder asks appropriate questions during activities. She encourages children to think deeply about what they are doing and why. However, at times, the childminder is unaware when children are not listening. She does not always

accurately evaluate the effectiveness of her teaching or the impact that loud music has on children's ability to concentrate. This means that, sometimes, children get distracted during group activities and miss some key elements. Despite this, all children make good progress.

- Children of all ages play beautifully together. Older children help the younger ones, speaking to them in soothing voices and engaging them in play. Younger children watch and learn from the older children, copying what they do and say. The childminder encourages these positive attitudes and children benefit from being around each other.
- Children understand what is expected of them at all times. Boundaries are consistently embedded, which means children behave well. Children listen attentively and respond when they are asked to do something. For example, when it is time to come inside, children do so without hesitation. Good manners are encouraged and praised.
- Children learn about how to stay healthy and safe. They understand that fruits are good for them and they know why they need to wash their hands before they eat. Strong routines are in place for handwashing, which means that children develop these skills independently. This contributes to children's growing confidence in their own abilities.
- The childminder builds strong relationships with the children she cares for. Children enjoy spending time with her. Older children are comfortable asking the childminder for help, for example, when they are feeling cold and need gloves on. Babies and younger children seek comfort from the childminder and enjoy warm cuddles. Children feel content in the environment, which allows their personal development to thrive.
- The childminder works in partnership with other local childminders to offer children a variety of opportunities. Children enjoy spending time with others as they visit another childminder's house. Here, they take part in a weekly music class. The childminder seeks advice from other childminders, which supports her professional development.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder understands how to keep children safe. She knows what to do if she has any safeguarding concerns. The childminder provides a safe environment for children to play and learn. She assesses risks in her home, and puts plans into action to keep children safe. For example, when the oven is on, babies sit in the high chair so they cannot access it. Older children understand the rules and why they are in place to keep them safe. The childminder manages allergies well. She works in partnership with parents to decide how to best keep children safe. She decides how to manage allergies, taking into account the severity of allergic reaction, as well as children's own level of understanding. This means risks are minimised.

## 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 evaluate teaching and the environment more effectively to ensure all children engage with learning, particularly during group activities.

## Setting details

<b>Unique reference number</b>	EY369903
<b>Local authority</b>	Stockport
<b>Inspection number</b>	10219731
<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 8
<b>Total number of places</b>	6
<b>Number of children on roll</b>	12
<b>Date of previous inspection</b>	18 August 2016

## Information about this early years setting

The childminder registered in 2008 and lives in Stockport, Manchester. She operates her service all year round from 7.15am to 6pm, Monday to Friday, except for 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 childminder.
- The childminder showed the inspector the premises and discussed how they ensure they are safe and suitable.
- The childminder spoke to the inspector about their intentions for children's learning.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- The inspector observed the quality of education being provided indoors and outdoors, and assessed the impact that this was having on children's learning.
- Parents shared their views of the childminder 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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