

Childminder report

Inspection date: 11 October 2022

Overall effectiveness	Outstanding
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The quality of education	Outstanding
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Behaviour and attitudes	Outstanding
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Personal development	Outstanding
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Leadership and management	Outstanding
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Overall effectiveness at previous inspection	Outstanding
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What is it like to attend this early years setting?

The provision is outstanding

The childminder and his co-childminder demonstrate expert knowledge of how children learn. They inspire and challenge the children and each other. Their provision is a place where everyone learns.

Children experience an exciting combination of planned and self-motivated learning. For example, children want to play with bubbles. The childminder challenges them to try catching the bubbles in little cups. Children energetically chase and capture the bubbles. This promotes their hand-to-eye coordination and whole-body movements. Older children take up a further challenge from the childminder. They hunt for more items that are suitable for catching bubbles in. This prompts children to build thoughtfully on what they already know. They become confident in their own power to solve problems.

Parents and carers praise the way that the childminders help children to settle in. They say that the childminder and his co-childminder find out lots of information about children's home life and individual preferences. This helps parents to be confident that the childminders are interested in, and ambitious for, the children. Children show that they feel utterly safe and at home in the provision. Everyone works together to achieve friendly and positive relationships. This promotes children's excellent progress towards regulating their own behaviour.

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

- The highly qualified childminders are a close and effective team. They set out an ethos that informs all aspects of their provision. For example, the childminders want children to learn in a calm environment. They minimise distractions and attend closely to what children are doing and saying. Children become highly successful learners, who are ready to start school when the time comes.
- The experienced childminders support and motivate each other. They complete training and use what they learn to continuously improve their teaching. For example, the childminder attended training that included information about children's 'parallel play'. He skilfully incorporates his learning into his interactions with children. This helps him to further advance children's social skills.
- The childminder has a deep understanding of how children learn to communicate. He focuses skilfully on building children's vocabulary from the earliest age. This is evident when he asks younger children to point to items around the room. Children proudly demonstrate what they know. The impact is that children already understand lots of words by the time they are ready to talk. This promotes their language development very effectively.
- The childminders know that the COVID-19 pandemic limited children's social contact. This motivates them to focus even more closely on promoting children's

social confidence. They go for walks and stop to chat to people. They meet with other childminders for outings and play. Although children made rapid progress, the childminders continue to support their social development. They ably demonstrate how their practice changes in response to events.

- Children benefit from the childminders' expert approach to promoting positive behaviour. For example, the childminders identify an aspect of behaviour that they want children to modify. They agree a strategy and apply it consistently during routines and activities. As a result, children know the expectations for their conduct and work hard to comply. Children learn from a young age to act with kindness and fairness towards others.
- Children learn information that helps to promote their healthy development. This is demonstrated at snack time when children ask for more food. The childminder makes a decision and explains the reason. He teaches children that some food items are high in salt and that eating too much salt is not healthy. Children, therefore, gain knowledge that helps them to balance their diet.
- Children's numeracy is promoted throughout the curriculum. They understand from a young age that a numeral tells them 'how many'. They become deeply engaged in matching numerals from inset puzzles with the ones that they see around the room. Children show a growing understanding that numbers serve many purposes. They know that the numbers on a clock are for measuring time.
- Parents compliment the childminders' wisdom and professionalism. They are pleased that children's rich experiences are firmly rooted in the diverse local community. The childminders help children to notice and participate in everyday life and events. They go on bus journeys, go to the shops and walk to the park.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure knowledge of child protection matters and local safeguarding procedures. He knows the action he must take if an allegation is made that he or his co-childminder have harmed a child. The childminder keeps families' information safe. He seeks parents' permission before sharing children's information with third parties, such as staff in other settings. The childminder identifies and manages risks to children's safety in his home. He works closely with his co-childminder to ensure that children are supervised at all times. The childminder teaches children to use computers and the internet safely.

Setting details

Unique reference number	EY442529
Local authority	Stockport
Inspection number	10235675
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children at time of inspection	1 to 2
Total number of places	6
Number of children on roll	2
Date of previous inspection	26 January 2017

Information about this early years setting

The childminder registered in 2012 and lives in Stockport. His provision operates all year round from 8am to 5.30pm, Monday to Thursday, except for bank holidays and family holidays. The childminder works with a co-childminder. He holds a qualification at level 6. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Susan King

Inspection activities

- This was the first routine inspection the setting 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 their evaluation of the setting.
- The childminder and the inspector discussed the childminder's intentions for his curriculum. They conducted a joint evaluation of an activity.
- The inspector observed interactions between the childminder, his co-childminder and children. She spoke with and played with children.
- One parent spoke with the inspector. The inspector read written feedback from parents. She took account of parents' views.
- Documents used in the childminder's setting were sampled by the inspector. The inspector checked evidence of the suitability of the childminder and her co-childminder.

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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