

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 her 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 a stimulating combination of repetition and challenge. They eagerly begin a familiar box-stacking activity. Success requires children to build on what they already know about putting the numbers from one to 10 in order. The childminder observes children tackling the complex process. She offers precise and timely help. Children think hard. They begin to self-correct when they miss a box out. Children show obvious joy when the tower is built. They repeat the activity and demonstrate measurable progress in learning and applying the number sequence.

Parents and carers are extremely pleased with how the childminders use the online learning journal. They particularly like the logins for wider family members, such as grandparents. The impact is that everyone involved works as a team to promote children's achievement and emotional well-being. Children arrive at the provision ready for a happy and rewarding day. They show that they feel very safe. Children copy the childminders' calm, open manner. This helps to promote their rapid progress towards consistently positive 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, they want children to be curious and lead their own learning. Children continually demonstrate this. They show delight in exploring, thinking and trying hard. 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 about children's mathematical development. This helped her to find even more ways to incorporate numbers into play and routines. Children make exceptional progress. They ably apply their advanced number knowledge to everyday matters.
- The childminder works in close partnership with parents. For example, parents tell the childminder that children who are new to the setting use signs to help them to communicate. The childminder learns to use the signs. This means that children's early progress is continued seamlessly. Sharing information helps the childminder and parents to promote children's swiftest progress in learning to speak.
- The childminders recognise that the COVID-19 pandemic limited children's social

contact beyond the home. They took children to stay-and-play groups as soon as these resumed. They helped and guided children to talk and play with other children. 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' highly effective approach to promoting positive attitudes. This starts with ensuring that activities target precisely what children are ready to learn next. For example, the childminder knows that younger children are ready to improve their two-handed coordination. She invites them to complete interlocking jigsaws. The childminder's skilful encouragement promotes children's extended effort and deep involvement.
- Children gain knowledge that helps to promote their physical development. Older children know that their skeleton is inside them and is made of bones. They learn that exercise makes their bones grow strong and sturdy. Children move joyfully and expressively to music. The self-initiated activity promotes their strength, agility and sense of physical well-being.
- Literacy is promoted throughout the curriculum. The childminders take children to the local and central libraries. Children borrow books about things that interest them. For example, they borrow a book about suits of armour. The childminders and children study the book together. This means that everyone gains more knowledge than they had before.
- 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 secure knowledge of child protection matters and local safeguarding procedures. She attends training that refreshes and extends her knowledge of the types of abuse that children may suffer. She knows the action she must take if she thinks that children are at risk of harm. The childminder gathers and updates important information about children. For example, she checks whether children have allergies to particular foods. This helps her to cater safely for them. The childminder keeps required records. This includes written records of children's accidents and injuries.

Setting details

Unique reference number	EY442549
Local authority	Stockport
Inspection number	10235676
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. Her 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. She 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 her curriculum. They conducted a joint evaluation of one activity.
- The inspector observed interactions between the childminder, her 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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