

# Childminder report

---

Inspection date: 25 April 2023

<b>Overall effectiveness</b>	<b>Good</b>
------------------------------	-------------

---

The quality of education	<b>Good</b>
--------------------------	-------------

Behaviour and attitudes	<b>Good</b>
-------------------------	-------------

Personal development	<b>Good</b>
----------------------	-------------

Leadership and management	<b>Good</b>
---------------------------	-------------

Overall effectiveness at previous inspection	Outstanding
--	-------------

## What is it like to attend this early years setting?

### The provision is good

Children are content and settle extremely well in the childminder's stimulating provision. They confidently separate from their parents at the gate and join their friends to play in the well-equipped outdoor garden room. Children demonstrate that they feel safe, such as when they let the childminder know that they want to be picked up and held in her arms.

Children benefit from the well-considered learning experiences that the childminder provides. For example, they help themselves to books and toys. Children delight in finding toy sea creatures that the childminder and her assistants have deliberately hidden in sand and then talk about with them. This activity helps children to remember their learning from a recent trip with the childminder to an aquarium.

Children behave well because of the childminder's high expectations and gentle help. They are curious and want to learn even more from playing with the childminder and her assistants. Children learn from the many books and stories that the childminder shares. They know when it is time to listen to a story. Children follow simple instructions from the assistants, such as to sit on the comfortable cushions. They are ready to learn.

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

- Overall, the childminder has created a meaningful curriculum that helps children to develop the knowledge they need for their future learning. For example, children learn to share, talk and count. They become keen, confident learners. However, for toddlers, some of the curriculum is less ambitious. The childminder does not make sure that her assistants have appropriate expectations for what toddlers can do. As a result, on occasion, they do not provide toddlers with learning that extends what they can do.
- The childminder and her assistants often read stories and information books to children. Older children excitedly say the familiar phrases from a favourite book that they repeatedly request to be read to them. Children love listening to stories. They excitedly shout 'wake up big bear' as they know what is coming next. The childminder's assistant encourages children to take part in meaningful back-and-forth conversations about the story. Most of the time, children learn to love books and interesting words. Even so, sometimes, adults expect toddlers to sit for too long at story time, which means that these children lose concentration.
- The childminder provides a wide range of interesting learning for the children. For example, she invites a special visitor to speak and sing in French. Children thoroughly enjoy joining in with repeated French refrains linked to familiar songs that they know in English. The childminder thoughtfully weaves other interesting

opportunities for children to learn through cultural and religious festivals. For example, children learn about Eid, Chinese New Year and Remembrance Day. Through these well-thought-out activities, children learn to respect other people, cultures and languages.

- The childminder and her assistants know the children well. They spot children's interests and provide meaningful learning opportunities in response. The childminder shares information regularly with parents, including what children will learn next. Parents value the work of the childminder and the positive impact that she has on their children's knowledge and well-being. Children learn well. They make good progress in their development.
- The childminder teaches children how to wash their hands independently as they prepare to eat food. Children become confident to keep on trying, such as when they feed themselves. Toddlers learn how to hold their spoons as they scoop up pasta from their bowls at lunchtime.
- The childminder ensures that children are active while in her care. She provides ample opportunities for children to climb, run, push and ride when outdoors. Children develop good muscle control and coordination.
- The childminder knows what she does well and what aspects of her provision she can improve. She makes sure that she meets regularly with her assistants to check on the quality of their work with children. She ensures that her assistants attend relevant training.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistants attend safeguarding training. This helps them to spot the possible signs that a child may be at risk of abuse or neglect. The childminder and her assistants know exactly what to do if they are concerned about a child's welfare or a member of staff. They teach children how to act safely. For example, children love wearing their reins and high-visibility jackets when they visit the airport or when out at the park, so they can be easily seen.

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

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

- improve understanding of the development of toddlers to provide them with learning that is appropriate and enhances their growing independence.

## Setting details

<b>Unique reference number</b>	EY464008
<b>Local authority</b>	Stockport
<b>Inspection number</b>	10287153
<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 2
<b>Total number of places</b>	18
<b>Number of children on roll</b>	10
<b>Date of previous inspection</b>	27 April 2018

## Information about this early years setting

The childminder registered in 2013 and lives in the Cheadle Heath area of Stockport. She operates all year round from 7.30am to 5.30pm, Monday to Friday. The childminder holds a recognised early years qualification at level 5. She works with two assistants. The childminder provides funded early years education for two-year-old children.

## Information about this inspection

### Inspector

Andrea Vaughan

## 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 inspector discussed with the childminder how she organises her provision and curriculum for children.
- The inspector observed the quality of children's education, including through a learning walk with the childminder.
- The inspector and the childminder evaluated a learning activity. The inspector considered the impact that the provision has on children's learning.
- The inspector spoke with the childminder and her assistants about the arrangements in place for children's care and safeguarding.
- A range of relevant documentation was reviewed by the inspector, including the childminder's training certificates.
- The inspector took account of parents' views, including through written testimonials provided to the 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.

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](mailto: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/](http://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](mailto: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](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2023