

# Childminder report

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Inspection date: 24 May 2023

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

### The provision is good

Children thrive in this nurturing and caring environment. The childminder has a good understanding of the children's interests and needs. She uses this information effectively to plan an ambitious and fun-filled range of learning experiences. Children make good progress in all areas of their development. Children develop a love of reading. They happily sit to read a favourite story and talk about how they are going to the library to get more books. Children are actively involved in their play and learning. They are confident to put forward new ideas, such as acting out the story 'The Tiger Who Came to Tea'. The childminder supports older children's imaginative play. The children pretend to fry sausages and eggs in the frying pan. They go on to explain why they are using the fish slice and say, 'But I'm not cooking fish.'

Children's emotional well-being is supported well by the childminder. For example, children settle quickly to sleep. Children are confident and keen to talk to the inspector and involve her in their play. They behave well, are polite and use their manners well. Children share their resources with their friends and are developing an awareness of taking turns. The childminder nurtures the children's independence from a very young age. This fosters their confidence and self-esteem. Children show determination as they spend time solving problems. They are also confident to seek additional support when needed.

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

- Children are lively, inquisitive and eager to learn. This is because the childminder plans a carefully sequenced curriculum. Children enjoy making pretend food in the play kitchen. The childminder skilfully extends their learning as she helps children to identify the different foods, such as croissants, peppers and pastries. This is then revisited at lunchtime. The children talk animatedly about what are healthy foods. They understand the need to eat specific foods, such as spinach, to 'grow big and strong'. This helps children to learn to keep themselves healthy.
- The childminder is skilled at asking questions which promote children's problem-solving and critical thinking skills. For example, she asks the children what they need to cook the sausages. The childminder is adept at introducing new and exciting words, such as 'woodpecker', 'scratchy' and 'fluffy'. Children enjoy listening to stories. However, on some occasions, the group of children is too big. Consequently, younger children become distracted. This means that the childminder does not always plan effectively to meet the needs of all children.
- Children learn to count as they sing number songs. They begin to understand differences as they compare their odd socks and talk about sorting, matching and pairs. They begin to recognise shapes in the environment, such as triangles. As a result, children develop an awareness of early mathematical concepts.

- The childminder takes children on regular outings to places of interest, such as parks and libraries, to help them develop an awareness of the world around them. However, the childminder does not always extend children's learning to help them to consider the uniqueness of different families and communities. This limits children's preparations for life in modern Britain.
- Children develop an awareness of good hygiene practice through everyday activities. For example, the childminder shows them how to wash their hands properly. The childminder is sensitive at nappy changing times, asking the children if she can change their nappy. As a result, children develop a strong sense of self and how to keep themselves healthy.
- The childminder helps children to be independent from a very young age. Children learn to dress and undress themselves at nappy changing times and to put their coats on. Even the babies are encouraged to help to tidy away the resources. This effectively promotes their confidence and self-esteem.
- Children become adept at using a range of tools and resources. They concentrate intently as they complete jigsaw puzzles. Children and babies use water pens and other items to make marks. Older children begin to recognise what their marks represent. This helps children to develop the muscles and hand control that they need for future writing.
- Positive relationships are built with parents. The childminder has implemented effective systems to promote a two-way flow of information between herself and parents. Parents are very complimentary about the care provided. They said that their children have 'come on in leaps and bounds' since coming here.

## Safeguarding

The arrangements for safeguarding are effective.

Risk assessment strategies are effective. For example, cleaning materials are stored safely. The childminder helps children to learn how to keep themselves safe. For example, children learn how to cross the road safely. Since the last inspection, the childminder has refreshed her safeguarding training. This means she has a sound understanding of the potential signs of abuse, radicalisation and other issues that may affect the safety and well-being of the children. She knows the importance of keeping detailed records and notifying the appropriate persons of any concerns she has. This helps keep children safe.

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

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

- consider the impact of group sizes and changes in children's needs during activities
- strengthen the curriculum to develop the children's awareness of living in modern Britain.

## Setting details

<b>Unique reference number</b>	404556
<b>Local authority</b>	Stockport
<b>Inspection number</b>	10278877
<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>	1 to 10
<b>Total number of places</b>	6
<b>Number of children on roll</b>	9
<b>Date of previous inspection</b>	23 January 2023

## Information about this early years setting

The childminder registered in 2001 and lives in Stockport. She operates all year round from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3 and provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

**Inspector**  
Chris Scully

## Inspection activities

- The inspector discussed any continued 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 it is safe and suitable.
- The childminder spoke with the inspector about children's learning and development, with a particular focus on communication and language.
- Children spoke with the inspector about what they enjoy doing while with the childminder.
- The inspector observed the interactions between the childminder and children.
- The childminder and inspector carried out a joint observation of a story time activity.
- The inspector spoke to parents and read their testimonies and took account of their views.
- The childminder presented 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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