

Childminder report

Inspection date: 12 February 2024

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

The provision is good

The childminder provides a safe, nurturing and homely environment. Children arrive excited and eager to explore this inclusive setting. The childminder builds a strong relationship with children and their families before they start. She ensures that children have a sequence of settling-in sessions so that she can find out about their starting points and care routines. Consequently, children settle quickly into the setting.

The childminder has high aspirations for children's learning and development. She plans a curriculum that matches children's current interests and stages of development and regularly observes their progress. The childminder plans age-appropriate weekly topics and activities, relevant to the current season. For example, children learn about Chinese New Year and Valentine's Day. The childminder provides a range of materials to enable children to make Chinese soup in the pretend kitchen. Children make cards for their loved ones and eat heart shaped pasta for their lunch. This helps children to learn new vocabulary and gain and understanding of the world around them. The childminder models how to treat others with respect. Children show great kindness and concerns for each other and their environment. Older children help younger children with their daily routines, for example, getting ready to go outside. Children are kind and caring to each other.

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

- The childminder encourages children to develop their language and literacy skills through a range of carefully planned positive experiences. For example, the childminder shows children how to role play their favourite story, 'Goldilocks and the Three Bears'. They recreate the story using props that the childminder has provided. Children recite the words, changing their voices for the different characters in the story. They know the story well. These positive experiences help children to develop a love of books and stories.
- The childminder provides a curriculum for physical development to ensure that children are physically active. She supports young children to practise their walking skills. When outside in the garden, children use their big muscles to skilfully climb the climbing frame with ease and confidence. Furthermore, children use their small muscles to post balls through tubes and catch them at the other end. All children are developing their physical skills well.
- Children's personal development is well supported. The childminder provides the children with many opportunities to develop their independence. She has ensured that children learn to put on and take off their own shoes and coats. They know they need to wash their hands when they come in from outside and help tidy up, ready for lunch. Children are self-assured and are rapidly

developing their skills which underpin their future learning.

- The childminder organises a variety of outside activities, including visits to playgroups and the park. At story time, the childminder expertly weaves an upcoming visit to the safari park into the story. They discuss what animals they might see, along with what food they are going to put in their picnic. Children are excited about their fun day out and are integral to the planning of the events. Such visits provide children with opportunities to gain an understanding of the natural world.
- There is a minor weakness in the childminder's curriculum for mathematics. She incorporates some mathematical concepts into the daily activities. For example, children fill different sized bowls with porridge to explore less and more. However, the childminder does not make best use of opportunities in children's play to explore key mathematical concepts such as shape, colour and number recognition. This means that children are not consistently developing a base knowledge of mathematics to support them in their next steps for learning.
- The childminder has developed good partnerships with children's parents and carers to help children to settle and feel secure in her care. Furthermore, she supports parents to seek advice and guidance from external professionals. Parents comment how this has enabled them to access the help their child needs to support them in their development. Partnership with parents is strong.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- further develop the curriculum for mathematics to improve children's knowledge of mathematical concepts.

Setting details

Unique reference number	EY444505
Local authority	Stockport
Inspection number	10308370
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 8
Total number of places	6
Number of children on roll	8
Date of previous inspection	27 March 2018

Information about this early years setting

The childminder registered in 2012 and lives in Heald Green, Cheadle. She operates all year round, from 7.30am to 6.15pm, Monday to Friday, with the exception of bank holidays and family holidays. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Anita Dunn

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 and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- 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.
- The inspector observed the interactions between staff/the childminder, and the children.
- The childminder and inspector discussed how the curriculum has been implemented and the impact that this has on children's learning.
- Parents shared their views of the setting 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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