

Childminder report

Inspection date: 7 March 2024

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| 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

Children enter the childminder's home happy and contented. They quickly settle into their daily routines, ready to begin their day. Children develop strong bonds with the childminder. For example, they seek her for support and reassurance when needed. This supports children's emotional development. Children demonstrate a positive attitude to learning as they excitedly join in adult-led activities. For example, children learn how to repeat patterns with coloured blocks and a visual pattern card to copy. They proudly smile at the childminder as she provides praise and encouragement. The childminder is a good role model to children. As a result, children display positive behaviour.

The childminder has clear intentions for her curriculum and the activities she provides. She is aware of how to differentiate the experiences and learning according to age or ability. For example, younger children are developing their turn-taking skills, and older children are beginning to write some letters of their name in preparation for school. Children are supported to develop their physical skills as they roll and pat the play dough. The childminder introduces new words, such as 'crumble', as children learn to mix the flour and water to create their own dough. The childminder regularly reflects on and assesses children's development. She uses this information to identify their next steps in learning. The childminder provides interventions if children are demonstrating a delay in their development. As a result, children make good progress from their starting points.

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

- The childminder provides a curriculum that is heavily focused on the three prime areas of learning. For example, she wants children to develop their own independence skills and learn to manage their feelings from an early age. The curriculum is well sequenced to ensure that children do not have any gaps in their learning. Consequently, children make progress in all areas of the curriculum.
- Children's behaviour is well supported. The childminder has high expectations for their behaviour and works with parents to provide consistent boundaries for the children. Children are gently reminded to share with their peers and are praised when they do so. Children behave well.
- Children's personal development is a real strength of this setting. Children are very familiar with routines and independently hang their coats up when they enter in the morning. When children are faced with difficulties during play, the childminder encourages children to solve the problems themselves. She lets the children know she is on hand to help should they need it. As a result, children are becoming independent and confident learners.
- The childminder has high expectations for her own professional development.

She liaises with network groups and other professionals to ensure that her knowledge remains up to date. The childminder carefully considers what training she feels will benefit herself and the children. For example, she recently attended a training course that helped her to develop her curriculum intentions and evaluate the impact of these. As a result, children's next steps in learning are accurate and build on what children know and can do.

- Overall, children's communication and language are supported well by the childminder. She provides a language-rich environment, supporting back-and-forth conversations between herself, the children and their peers. Children listen carefully to stories and sing along with the childminder. However, the childminder does not always allow children sufficient time to answer when she asks questions. As a result, children do not always have time to think and respond.
- Children benefit from accessing services within their local community. For example, the childminder takes children to go on regular visits to the local playgroup and library. This helps to promote children's social skills in preparation for school.
- Parents are happy with the care their children receive from the childminder. They say their children's confidence has improved since starting with the childminder. The childminder shares developmental feedback with parents, which helps them to continue learning at home. Partnerships with parents are effective and have a positive impact on children's learning and progress.

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:

- provide children with sufficient time to answer questions to support their developing communication skills further.

Setting details

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| Unique reference number | EY465523 |
| Local authority | Stockport |
| Inspection number | 10317198 |
| Type of provision | Childminder |
| Registers | Early Years Register, Compulsory Childcare Register |
| Day care type | Childminder |
| Age range of children at time of inspection | 1 to 4 |
| Total number of places | 6 |
| Number of children on roll | 4 |
| Date of previous inspection | 31 May 2018 |

Information about this early years setting

The childminder registered in 2013 and lives in Cheadle, Stockport. The childminder operates all year round, from 7.30am to 5pm, Monday to Thursday, except for bank holidays and family holidays. The childminder holds qualified teacher status. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Jade Patten

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 this into account in her evaluation of the childminder.
- The inspector took account of parents' views from their written feedback.
- The childminder showed the inspector the premises and discussed how they ensure they are safe and suitable.
- The childminder and inspector evaluated an activity together.
- The inspector observed interactions between the childminder and children.
- The inspector and childminder completed a learning walk together to discuss the childminder's intentions for children's learning.
- 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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