

# Childminder report

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Inspection date: 3 August 2022

|                                              |                |
|----------------------------------------------|----------------|
| <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 | Not applicable |

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

### **The provision is good**

Children happily sing and chatter together at this bilingual setting. They are developing language and a knowledge of the differences in families and cultures. Children independently choose activities, working together to lift and carry trays and mats. Children develop strong friendships. They play, laugh, share and take turns well. In the outdoor area, children excitedly show each other their discoveries of insects or leaves. Children play at being a caterpillar family, using recall from an earlier activity. This shows learning is becoming embedded. Children behave well and develop skills that will help as they transition to school. Children thrive in confidence and independence in this caring, welcoming and well organised setting.

Children access indoor and outdoor provision during the day and safety has been considered to support children's movement between these areas. Children's hygiene is good, they know routines well and help to prepare and tidy away activities without prompting.

Expectations for learning are high. The well-planned curriculum gives many learning opportunities. As children play, they discuss shape, number, use positional language and problem solve. A pretend meal that children make is too hot and they discuss blowing on it or adding cold water to cool it. Children thrive in their learning.

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

- The childminder has clear, well identified intentions for children's learning. The curriculum supports children to meet their targets. Activities planned for children are challenging. This means children concentrate for significant lengths of time, developing their attention skills and focus.
- Expectations for children are high, including children with special education needs and/or disabilities (SEND). The childminder supports children to have a 'can do' attitude. This ensures that all children are challenged and make the progress they are capable of in their learning.
- The childminder works closely with other professionals, including occupational therapists. This gives consistency of care and helps children with SEND make good progress.
- The childminder accesses training to effectively build on her own professional development. However, the childminder does not always form a clear development plan for her assistants. Therefore, their knowledge is not always up to date and the children do not always receive the highest level of experiences at all times.
- Children know the routine of the day well and anticipate what happens next. They calmly work together with friends. For example, putting chairs in a row for

an activity and taking turns to wash their hands before snack. This helps them to feel secure and ready to learn.

- Children's behaviour is generally good and they are supported by the childminder who confidently and expertly intervenes if needed. For example, to help children identify and explain their feelings. This helps children to regulate their behaviour.
- Children can voice opinions and make decisions. For example, they discuss which book the group should read. Children are proud of their achievements. This helps them feel good about themselves and share in each other's success.
- Children problem solve. For example, during story time, the group had all moved forward to see the book and were uncomfortable. A child suggested they all move back to get some space. Therefore, children are developing skills that will help them in school and other social situations.
- Parents comment positively about the 'delicious' home made meals which their children enjoy. Healthy eating is promoted. Children are developing an understanding of looking after themselves. For example, they confidently explain that they need sun lotion to stop their skin from burning.
- The childminder shares information about children's development with parents. However, this does not include support for extending learning at home. Therefore, children do not always benefit from continuity in learning between home and the setting.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of her roles and responsibilities to protect children from harm. She has a good understanding of the signs and symptoms of abuse and attends training to ensure her knowledge remains current and up to date. The childminder understands the procedures she should follow should she have concerns about a child's welfare. The setting is safe and secure and the childminder and her co-childminder communicate well to ensure children are always supervised. Play areas are well laid out and free from hazards. Good hygiene practices are followed. The childminder holds a current paediatric first-aid qualification and understands how to administer first aid properly.

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

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

- provide parents with further guidance to enable them to support children's learning at home
- enhance training and support for assistants to more sharply focus on providing the highest level of experiences to children.

## Setting details

|                                                    |                                                                                   |
|----------------------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>                     | 2541481                                                                           |
| <b>Local authority</b>                             | Cheshire West and Chester                                                         |
| <b>Inspection number</b>                           | 10221472                                                                          |
| <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> | 2 to 4                                                                            |
| <b>Total number of places</b>                      | 12                                                                                |
| <b>Number of children on roll</b>                  | 12                                                                                |
| <b>Date of previous inspection</b>                 | Not applicable                                                                    |

## Information about this early years setting

The childminder registered in 2019 and lives in Chester. She works from her co-childminder's home in Upton, Chester. She also works with assistants. She operates all year round, from 9am to 3pm, on Monday, Wednesday, Thursday and Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. She provides funded education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Lynn Richards

## 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 childminder and the inspector had a learning walk and discussed the settings intentions for children's learning.
- The inspector observed and spoke to children indoors and outdoors, paying attention to how effective the curriculum is for children's learning.
- The inspector observed interactions between the childminder and children.
- The inspector discussed the implementation of the curriculum and the impact this has on children's learning with the childminder.
- Parents shared their views of the setting with the inspector.
- The inspector viewed some documentation, including a paediatric first-aid certificate.

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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