

Childminder report

Inspection date: 9 March 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children settle well. The childminder is aware that since the COVID-19 pandemic, some children may need more support with settling in. She adapts the settling-in sessions to suit individual children and shares photos and other information to reassure parents. Parents comment positively on the childminder's flexibility and say that children develop special bonds with her and her assistant.

Children develop close relationships with the childminder and her assistant and have many enjoyable interactions. Children use spoons to 'feed' oats to dinosaur figures. They laugh with delight as the childminder and her assistant pretend to make the dinosaurs talk. The childminder and her assistant add more resources and show children how to use them. The childminder understands how to extend children's play. Children focus on activities for long periods and develop their concentration skills. Children are keen to take part in the wide range of activities the childminder provides to build on their interests and abilities. They squeal with joy when invited to play outside as they see the activities the childminder has set up for them. Children enthusiastically invite visitors to join them outside. Children are confident and kind. They invite their friends to sit beside them and offer them a book. Children behave well.

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

- Children's communication and language skills are well promoted. Older children learn new words and their meaning as they try different fruits and talk about textures, such as 'mango' and 'juicy'. Older children quickly develop their vocabulary. The childminder and her assistant model language well and talk to younger children. However, they do not always break down the flow of words to help younger children to learn new words and what they mean.
- The childminder and her assistant ensure that story and song times are engaging for children. They use a range of voices and props to support their storytelling. For example, younger children hold stars as they learn to sing a popular rhyme. Children listen attentively and enthusiastically join in with songs and actions.
- The childminder uses a variety of ways to teach children about emotions. For example, as she reads a book about feelings, children practise pulling happy and sad faces. Children talk about their own experiences, such as being scared of a spider, and they learn to identify their feelings.
- Children learn the reasons for the expected behaviour at the childminder's setting. For example, they learn how to use the slide safely with their friends so that they do not bump into each other. Children understand the expected boundaries and rules and learn to follow instructions.
- The childminder encourages children to become independent learners. They

explore the activities and choose what they want to do. As a result, they are highly engaged in their play and learning. However, they are not always well supported to develop their self-care skills. For example, they are not encouraged to put on their coats and shoes by themselves and their hands are washed for them. Children are not able to manage many of their self-care needs.

- The childminder works closely with parents. She shares information with them about children's progress and what they are learning. For example, she sends them details of the songs children are learning to sing. Parents support their learning at home and children learn a variety of songs.
- Children benefit from the childminder's understanding of the importance of working in partnership with other settings and professionals. She understands how to signpost parents to other services or professionals for children who may need additional support. The childminder writes reports on children's abilities and interests to help with their move on to school. She liaises with professionals to help children settle and continue their learning as they start school.
- The childminder is committed to continuing her professional development. She mentors her assistant with a focus on developing the quality of teaching even further. The assistant praises the childminder for her support and reports that the childminder values her well-being. Children benefit from the committed teamwork and positive role models.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant have a suitable understanding of their duty to safeguard children. They confidently explain the signs and symptoms that indicate a child may be at risk of harm or neglect. The childminder and her assistant clearly explain the procedures to follow to report any such concerns to the relevant authorities. They have a clear understanding of how to report any concerns about other professionals. The childminder maintains a safe and secure environment for children to learn and play in. The childminder and her assistant supervise children well and carefully minimise potential risks.

What does the setting need to do to improve?

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

- strengthen the teaching of language, to help younger children learn new words and develop their vocabulary further
- support children to develop their self-care skills even further, to help increase their independence.

Setting details

Unique reference number	2545971
Local authority	Cheshire West and Chester
Inspection number	10215555
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 9
Total number of places	12
Number of children on roll	7
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019 and lives in Ellesmere Port, Cheshire. She operates all year round from 7.30am to 5.30pm, Monday to Friday, except for family holidays. The childminder holds an appropriate qualification at level 6 and has qualified teacher status. Her assistant holds an appropriate qualification a level 3.

Information about this inspection

Inspector

Rebecca Williams

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 the evaluation of the setting.
- The childminder and the inspector had a learning walk together to discuss the childminder's intentions for children's learning.
- The inspector observed the childminder delivering a planned activity and discussed children's learning.
- The inspector observed the interactions between the childminder, the assistant and children.
- The inspector spoke to children to find out about their time at the setting.
- Parents shared their written views of the setting with the inspector. The inspector took account of their views.

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.

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/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: 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
W: www.gov.uk/ofsted

© Crown copyright 2022