

Childminder report

Inspection date: 1 February 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 show they are settled and safe in the care of the childminder and her assistant. They describe the childminder as someone that helps and looks after them and give her cuddles. Children enjoy plenty of caring and fun interactions. They develop caring bonds with the childminder and her assistant. Since the COVID-19 pandemic, she has adapted handovers with parents to ensure they do not have a negative impact on her partnerships with them.

The well-qualified childminder understands how to support children's development. She makes accurate assessments of children's progress and thoughtfully provides activities to build on what children know and can do. Mathematical language is promoted through everyday conversations. For example, children ask for their toast to be cut up as six small triangles or four medium squares. Children develop their understanding of numbers, shape and size.

Children are enthusiastic learners. They concentrate as they use tools and techniques to make dragons out of dough. They persevere and develop a good attitude to learning. Children are proud of their work and they confidently show their dragons to visitors. Children develop their personal skills. The childminder is a good role model, she explains they make dough as a team for everyone to enjoy. Children are polite and kind. They happily share resources and thoughtfully find tools that their friends want to use. Children behave well.

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

- The childminder and her assistant model language well. They talk to younger children and support their emerging speech. Children sing songs and rhymes. The childminder and her assistant introduce new words to children, such as 'smooth' and 'hard'. However, they do not always ensure that older children understand the meanings of more challenging words they introduce, to help them broaden their vocabulary further.
- Children make marks in a variety of ways and develop their early writing skills. For example, they use chalks outside, roll patterns into dough and write on clipboards during their imaginative play. Children independently explore books. The childminder reads stories in lively tones and encourages children to join in with story telling. She leaves gaps and they fill in key words together. Children build their literacy skills and develop a love of reading. They talk about the feelings of characters as stories unfold. Children learn to identify and talk about emotions.
- Children enjoy fresh air and active outdoor play. They run with friends and look for birds with binoculars. Children develop their physical skills, they grate chalk and use pipettes to mix paint. They paint the fence panels using spray bottles

and brushes. Children develop control and strength in their hands.

- Children are supported to become independent. They put on their coats and shoes and learn to take responsibility for their belongings. Children butter their toast and explain you have to clean plates after use as they help clear them away. Children eat a range of nutritious foods and they try new foods. However, the childminder does not yet teach them about the importance of healthy food choices as part of a healthy lifestyle.
- Parents say they cannot praise the childminder enough. They comment on how well she supports children with their development and how much children learn with her. The childminder works closely with parents. She regularly updates them on children's progress and shares ideas and resources to support their learning at home.
- The childminder supports her assistant with supervision meetings and coaching, to ensure teaching is of a consistently high quality. She ensures they both understand how they are going to help individual children with their development. Children are constantly encouraged and supported well during activities by the childminder and her assistant. They ask questions and give children time to respond. Children develop their thinking skills.
- The childminder ensures her and her assistant's early years knowledge remains current. She accurately evaluates her provision and has plans to further improve the already good experiences for children. The childminder has reduced unnecessary paperwork to ensure it does not interrupt her time spent with children.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is committed to keeping children safe in her setting. She attends training to ensure her safeguarding knowledge is secure. The childminder and her assistant have a clear understanding of how to identify the signs and symptoms that indicate a child may be at risk of harm or neglect. They understand how to report any such concerns to the appropriate authorities. The childminder and her assistant understand their responsibility to report any concerns about other professionals' conduct. The childminder takes steps to minimise risks, so that the environment is clean and safe for children.

What does the setting need to do to improve?

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

- develop older children's understanding of the meanings of more challenging words, to help them broaden their vocabulary further
- teach children about the importance of healthy food choices as part of a healthy lifestyle.

Setting details

Unique reference number	2546798
Local authority	Cheshire West and Chester
Inspection number	10215590
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	5
Number of children on roll	6
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019 and lives in Chester. Her provision operates all year round from 8am to 6pm, Monday to Thursday, except for bank holidays and annual holidays. The childminder holds qualified teacher status.

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 into account in the evaluation of the setting.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- The inspector observed the childminder and assistant deliver a planned activity and discussed children's learning.
- The inspector observed the interactions between the childminder, her 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.

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