

Childminder report

Inspection date: 16 June 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 are safe, happy and content at this warm and calm setting. The childminder and her assistant get to know children well, during the initial settling-in period and throughout their time at the setting. There are some differences to children's experiences, as a result of the COVID-19 pandemic. For example, parents do not currently enter the setting. Children are not fazed by this and show that they are comfortable in the childminder's care. For example, they are confident to suggest that they eat their lunch outdoors when it is warm weather.

Children show positive attitudes towards their play and learning. For example, they plant strawberries and show excitement to see how well they are growing. Children talk about how the strawberries have changed in size and colour. They notice that some of the strawberries have been eaten by slugs. Children delight as they explore the sounds that musical instruments can make. They develop their small-muscle skills as they make marks on the easel and practise using scissors to snip paper. Children show good large-muscle skills, coordination and balance while climbing up onto low-level apparatus.

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

- The childminder explains that her vision is to develop children's curiosity in learning and to allow them to spend as much time outdoors as possible. She uses self-evaluation to reflect on how to further improve. For example, she purchases new resources following children's interests to encourage them to learn. The views of her assistant, the children and parents are included in the self-evaluation of her setting.
- In the main, children access a curriculum which follows their interests and builds on what they already know and can do. The childminder identifies what to teach children by observing and assessing their learning. This helps children, including those accessing funded places, to make good progress. That said, practice is not always consistent and varies between the childminder and her assistant. This means that they do not always best support children's progression in learning.
- Overall, the childminder prioritises children's communication and language skills. For example, children engage while listening to stories and singing along to songs. The childminder and her assistant introduce children to new words, such as 'beautiful' and 'juicy'. However, on occasion, they model words incorrectly. In addition, they sometimes ask children narrow questions, without giving enough time for children to think and respond. This means that some interactions are not fully effective in promoting children's communication, language and thinking skills.
- The childminder focuses on giving children experiences that they may not already have. For example, she takes them on trips to the local park and to

gymnastic sessions. These opportunities help to develop children's physical development and their understanding of the world. Children learn about differences and similarities between themselves and others. For example, they look at pictures of different families and talk about these.

- Children behave well and are keen to follow instructions from adults. They show curiosity towards visitors. The childminder and her assistant remind children to use good manners. Children show pride in their achievements. For example, when they successfully climb onto low-level apparatus, children cheer themselves on.
- Care practices are good. The childminder and her assistant follow stringent hygiene practices which promote children's good health. Children help themselves to their lunch. They choose from a variety of healthy foods, such as wraps, yoghurt and fruit. Children learn how to put on their own shoes and coats for play outdoors.
- Parents report that their children settle well and make good progress. They say that the outdoor activities and trips that the childminder provides for their children are 'great'. Parents comment that they value the communication about their children's learning and progress, such as through 'star achiever' awards. However, the childminder does not fully involve parents in the progress check for children aged between two and three years old.

Safeguarding

The arrangements for safeguarding are effective.

The premises are safe and secure. Risk assessments are completed twice daily to help ensure this. Robust procedures are in place to ensure that all adults living or working on the premises are suitable to do so. The childminder and her assistant know how to keep children safe and protected from harm. They know what to do should there be an allegation against themselves or a household member. The childminder and her assistant attend safeguarding training and check that this knowledge is up to date. They understand safeguarding issues, such as breast ironing and radicalisation.

What does the setting need to do to improve?

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

- develop further the programme of coaching, supervision and support, to raise practice to a consistent level and to best support children's progression
- strengthen interactions with children, to better promote their communication, language and thinking skills
- involve parents more fully in the progress check for children aged between two and three years old.

Setting details

Unique reference number	2555208
Local authority	Cheshire East
Inspection number	10232080
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 3
Total number of places	6
Number of children on roll	8
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019 and lives in Crewe. She operates Monday to Friday, all year round, except for bank holidays. Sessions are from 8am to 5.30pm. The childminder holds an early years qualification at level 3. She employs an assistant who is also qualified to level 3.

Information about this inspection

Inspector

David Lobodzinski

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 his evaluation of the setting.
- The childminder and the inspector completed a learning walk and tour of the premises.
- The inspector observed the interactions between the childminder, her assistant and the children throughout the inspection and evaluated the impact this had on children's learning.
- An observation of an activity was carried out, and the inspector and the childminder discussed this afterwards.
- The inspector held discussions with the childminder, the assistant, parents and children.
- Relevant documentation was reviewed by the inspector, including evidence of the training of the childminder and the assistant.

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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