

Childminder report

Inspection date: 28 April 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 and settled in this home-from-home environment. They independently access the resources on offer to them. Children of all ages play beautifully together. The childminder challenges children. For instance, babies develop their strength as they are supported to stand for short periods of time. Children learn about what is expected of them. For example, the childminder reminds children to share and take turns. Children behave well.

Children enjoy nature walks in their local surroundings. They explore the natural world, learning about the plants and animals they find. Children develop respect for living things. They are encouraged to reflect on their experiences. This helps them to remember what they have learned. Children look through a book with photos of their recent adventures. Babies point at the pictures and older children talk excitedly about what they saw. Children remember that ducks have orange feet. They learn about textures as feel the sheep's wool they collected. Children are delighted when they spot blackbirds and cows out of the childminder's window. They practise their animal noises enthusiastically. The childminder weaves learning into children's daily activities, based on what children need to learn next. Children absorb new knowledge and skills as a result.

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

- The childminder knows children well. She has an in-depth knowledge of what children can already do which she uses to plan their next steps. For example, when children recognise their name, she challenges them to recognise the names of their friends. The childminder tailors learning to meet the individual needs of all children. This helps them to make the progress they are capable of.
- The childminder plans a broad and varied curriculum. Children spend large amounts of time outdoors where they develop their physical skills. They are encouraged to take manageable risks as they balance on logs and learn about nettles. This helps children learn how to take risks safely. The childminder promotes children's communication as she narrates their daily activities. For example, as she makes breakfast she talks to the children about what she is doing. Children listen intently and repeat new words.
- The childminder fosters a culture of equality in her setting. She supports children who speak English as an additional language to learn English. The childminder helps children to learn about and celebrate their own culture and way of life. Children learn about what makes them unique and their differences to others. This helps children to understand the diverse world around them.
- All children are encouraged to make their own choices. For example, babies learn about colours as the childminder asks them which plate they would like for their lunch. Older children choose when they feel ready to eat. This helps to

develop children's independence and self-esteem.

- The childminder forms close bonds with children. She knows them well and recognises their cues. For instance, when she notices that babies are tired, she responds by putting them down for a nap. Children listen to soothing music. Babies are familiar with the routine and understand it is time to sleep.
- The childminder puts boundaries in place that encourage children to behave well. For example, when they go on nature walks, children must stop walking when the childminder calls them. This helps the childminder to keep children safe as they explore the natural world. Children develop an understanding of how their behaviour affects others, which helps them to understand and follow the setting rules.
- Children are eager to join in with activities. For example, children develop their listening skills as they play with unusual instruments, such as a Tibetan singing bowl. Children march up and down the room to 'The Grand Old Duke of York'. They develop their hand-to-eye coordination and fine-motor skills as they bang on a drum. Children experience joy in music which supports their positive attitude towards learning.
- The childminder works hard to build strong and sensitive relationships with parents. She regularly sends home summaries of children's progress. However, the childminder does not collect enough information about children from parents. For example, the childminder does not gather full details of medications children take at home and about other settings that children attend.. This hinders continuity in children's care and learning.

Safeguarding

The arrangements for safeguarding are effective.

The childminder knows about different types of abuse and what signs she would look out for. She knows what action she would take if she has concerns. The childminder attends training to keep her safeguarding knowledge up to date. She assesses risks on their nature walks to help keep children safe.

The childminder has emergency evacuation procedures in place that ensure all children, including those that do not yet walk, can get out of the house safely. The childminder shares information with parents about online dangers. This helps to keep children safe when they access the internet.

What does the setting need to do to improve?

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

- enhance the information collected from parents and other settings to promote continuity in care and learning to the highest level.

Setting details

Unique reference number	2563860
Local authority	Cheshire East
Inspection number	10232169
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 3
Total number of places	6
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 Macclesfield. She operates all year round, Monday to Friday, from 6.30am to 6pm and she also offers overnight care. The childminder holds an appropriate qualification at level 6.

Information about this inspection

Inspector

Amanda 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 showed the inspector the premises and discussed how they ensure it is safe and suitable.
- The childminder spoke to the inspector about their intentions for children's learning.
- Children communicated with the inspector during the inspection.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The inspector carried out a joint observation with the childminder.
- Parents shared their views of the setting with the inspector.
- 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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