

Childminder report

Inspection date: 18 July 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

The childminder is calm, caring and nurturing. Children are confident and happy. They enjoy spending time here. Children have forged positive relationships with both the childminder and their peers. They are provided with opportunities to make relationships with other children, for example, by attending toddler groups. The childminder is a good role model. She encourages children to share the toys and to use their manners. Children's behaviour is good. They are kind and caring to each other. Children help to look after the childminder's pet tortoise. They learn which vegetables he likes to eat. Children visit the local pet shop to hold and feed a range of animals. This helps them to learn more about the world around them.

Children practise and enhance their physical skills. For example, they ride around the outdoor area on balance bikes, trikes and ride-on vehicles. Children practise their throwing and catching skills outside with balls. They continue to develop their physical coordination during sessions in soft play centres and local parks. Children are becoming independent learners. They access the toys by themselves and tidy away with little support. Older children manage their own personal hygiene. For example, they blow their own noses and wash their hands independently. Younger children pour their own drinks at snack time.

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

- The childminder provides children with interesting first-hand experiences. For example, children plant a range of fruit and vegetables in the garden. They observe changes to plants as they grow. Children discuss how they know when the fruit and vegetables are ready to eat. They pick strawberries, raspberries and peas that are ripe. Children help to wash the healthy foods before eating them at snack time. They learn about the importance of a healthy lifestyle.
- Despite limitations due to COVID-19, the childminder has accessed several online training sessions. These have broadened her awareness of safeguarding. However, the childminder's evaluation of her practice does not consistently identify gaps in the quality of education accurately enough. This makes it difficult for her to seek specific training that will help children make even further progress.
- Children have impressive listening skills for their age. They listen carefully to the childminder's instructions and follow them well. Children work as a team to carry activity trays outside. They receive lots of praise and encouragement from the childminder. This helps to develop their confidence.
- Parents are fully involved in children's learning. Daily diaries and pictorial communication are used to share information back-and-forth. The childminder gets detailed information from parents about children when they first attend. The settling-in sessions are flexible to meet the needs of parents and their

children. Parents are pleased with the service they receive. They praise the childminder for being extremely reliable and loving.

- Mathematical development is promoted well. The childminder introduces mathematical terms 'full' and 'empty' to children as they play. She encourages children to count objects in the outdoor area and to recognise colours. The childminder helps children to recognise numbers on weighing scales as children pretend to buy items from a shop.
- The childminder is beginning to forge relationships with other settings children attend. She discusses any concerns she might have with them. However, the childminder does not always share information about children's learning and development with other settings. She does not discuss children's next steps with them to promote continuity in children's learning.
- The childminder supports children's communication and language skills effectively. She calmly repeats words back so that children can hear the correct pronunciation. The childminder uses the word in a simple sentence, which adds to their developing vocabulary. Children are inquisitive learners. They are encouraged to ask the childminder and their peers questions. This helps children to extend their learning.
- Children use scoops to fill different sized bottles with beans. They solve problems, finding which lid belongs on each bottle. These opportunities help to strengthen children's fine-muscle skills.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her responsibility to protect children. She knows how to identify the signs and symptoms of abuse. The childminder is aware of the procedures to follow should she have a concern about a child's welfare. She keeps her knowledge of safeguarding up to date by attending courses. The childminder understands her duty to be vigilant to possible indicators that a child or family may be at risk of being drawn into extreme behaviours. Children are supervised well in all areas of the premises. The childminder teaches children how to cross roads safely when they go out on trips.

What does the setting need to do to improve?

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

- reflect on identified gaps in the curriculum, to prioritise training and continually improve the quality of education provided
- share information about children's learning and development with other settings they attend to provide continuity in learning.

Setting details

Unique reference number	2575931
Local authority	Cheshire West and Chester
Inspection number	10239561
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	6
Number of children on roll	5
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2020 and lives in Chester. She operates all year round from 7.30am to 5.30pm on Monday, Tuesday, Thursday and Friday. The childminder holds a relevant qualification at level 3. The childminder provides funded early education for three-year-old children.

Information about this inspection

Inspector

Olivia Barnes

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 provider and has taken that into account in her evaluation of the provider.
- The inspector observed the interactions between the childminder and children and evaluated the impact on children's learning.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- Parents' views were taken account of by the inspector by reading their written comments.
- The inspector held discussions with the childminder and children at appropriate times during the inspection.

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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