

# Childminder report

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Inspection date: 10 October 2022

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| <b>Overall effectiveness</b> | <b>Good</b> |
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|--------------------------|-------------|
| The quality of education | <b>Good</b> |
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|                         |             |
|-------------------------|-------------|
| Behaviour and attitudes | <b>Good</b> |
|-------------------------|-------------|

|                      |             |
|----------------------|-------------|
| Personal development | <b>Good</b> |
|----------------------|-------------|

|                           |             |
|---------------------------|-------------|
| Leadership and management | <b>Good</b> |
|---------------------------|-------------|

|                                              |                |
|----------------------------------------------|----------------|
| Overall effectiveness at previous inspection | Not applicable |
|----------------------------------------------|----------------|

## What is it like to attend this early years setting?

### The provision is good

Children are confident and eager to learn in this warm, safe and inviting setting. They display high levels of well-being and engagement and build close bonds with the childminder and her co-minder, who are nurturing and supportive. The childminder has high expectations for children and promotes positive behaviour consistently. During daily circle time, the childminder uses emotion cards to encourage children to talk about their feelings. For example, a child chooses the feeling 'proud', saying, 'I'm proud because I love my Mummy.' The childminder offers an abundance of praise and celebrates all of the children's efforts. This helps to build their self-esteem, and the children demonstrate that they feel highly valued.

The childminder and co-minder work closely together to create a curriculum that follows the interests and meets the needs of all children. Children settle quickly and demonstrate a strong sense of belonging as they explore the vibrant and stimulating environment. Children are motivated to learn and develop good independence skills. For example, children put on their own coats and shoes and persevere when fastening buttons. This builds on the skills they have previously learned to enable them to complete the tasks with little adult direction. Children take pride in their achievements and show high levels of concentration as they glue and stick leaves and twigs onto their pictures. The childminder skilfully introduces new vocabulary, such as 'autumnal', while they confidently discuss the different colours and characteristics of the changing seasons.

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

- Children have a multitude of opportunities to develop their physical health and explore the outdoor environment. Younger children enjoy the smells and textures of the herbs growing in the mud kitchen. Older children practise their motor skills as they hop, jump and run freely, crunching leaves and collecting acorns as they play.
- The childminder offers a good range of age-appropriate activities to build on what the children already know and can do. This ensures knowledge is learned gradually and securely before moving on to the next concept. However, occasionally during group activities, the older children are not as well engaged as their younger friends. Therefore, they do not always benefit as much as possible from the learning experience.
- The childminder is skilful in teaching mathematics. She provides various opportunities for children to count and compare. Number games are incorporated into daily activities, and the children repeat the mathematical language used. For example, the childminder asks how many more leaves they need to collect to make 10 and what happens if three blow away. Children's

thinking and problem-solving skills are developing rapidly.

- Children eagerly await their visits to the local library, fire station and farm and delight in opportunities to feed the horses. Children recall these experiences and make connections in their learning. For example, they say, 'Horses eat carrots, and carrots make us big and strong.' Children are developing in confidence and gaining a growing understanding of the world around them.
- The childminder promotes healthy eating and the importance of good oral health. Children comment that brushing their teeth every day makes them 'shiny and strong', and they know which foods are good for them and which are just for treats. Children are given gentle prompts to wash their hands after they have been outside and before eating, with questions such as, 'What do we need to do when we come back from our walk?' This gives them the independence to think for themselves and make the right choices.
- The childminder has a secure understanding of how children learn and develop. She holds supervision sessions with her co-minder to reflect on the quality of their practice. However, performance management and professional development opportunities have not yet focused on developing consistency in teaching practice, in order to raise the quality of the provision even higher.
- Partnerships with parents and other professionals are strong. The childminder plans activities based on children's interests and involves parents in developing detailed plans for their next steps. The childminder identifies when children may need extra support and liaises with professionals, when appropriate, to ensure any gaps are closing. This partnership working has a positive impact on children's learning and development.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has completed in-depth safeguarding training and ensures that her knowledge remains up to date. She is aware of the signs of abuse and neglect and knows the local referral procedures to follow if she has a concern. The childminder keeps up to date with first-aid training and teaches children about keeping safe and managing their own risks, such as when using a knife to chop fruit. She also gives gentle reminders not to put paintbrushes in their mouths as this could make them poorly. The areas used for childminding are meticulously clean and well organised, and the premises are safe and secure.

## What does the setting need to do to improve?

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

- engage in further professional development which focuses on raising the quality of teaching to the highest level
- refine the organisation of group activities so that children of different ages and

abilities are supported and engaged most effectively.

## Setting details

|                                                    |                                                                                   |
|----------------------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>                     | 2591902                                                                           |
| <b>Local authority</b>                             | Cheshire East                                                                     |
| <b>Inspection number</b>                           | 10251266                                                                          |
| <b>Type of provision</b>                           | Childminder                                                                       |
| <b>Registers</b>                                   | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Day care type</b>                               | Childminder                                                                       |
| <b>Age range of children at time of inspection</b> | 0 to 4                                                                            |
| <b>Total number of places</b>                      | 6                                                                                 |
| <b>Number of children on roll</b>                  | 8                                                                                 |
| <b>Date of previous inspection</b>                 | Not applicable                                                                    |

## Information about this early years setting

The childminder registered in 2020. She works in the premises of her co-childminder, who lives in Sandbach, Cheshire. She operates from Monday to Thursday, all year round, except for bank holidays and family holidays. Sessions are from 8am to 6pm. The childminder holds an appropriate early years qualification at level 6. The childminder provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Marianne McDowell

## 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 childminder.
- The childminder and the inspector discussed the curriculum and the intentions for children's learning.
- The inspector observed the childminder's interactions with children during play and daily routines.
- The inspector carried out a joint observation with the co-childminder and discussed the impact of teaching on children's learning.
- The childminder provided the inspector with a sample of relevant records and documentation, including evidence of the suitability of adults living and working in the household.
- The inspector observed the quality of education being provided, both indoors and outdoors, and the impact on children's learning was assessed.
- All areas of the premises were viewed and the inspector took account of how the childminder ensures that children are safe.

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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