

Childminder report

Inspection date: 10 October 2022

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Not applicable
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What is it like to attend this early years setting?

The provision is good

Children demonstrate a strong sense of belonging in this nurturing and welcoming setting. They form secure attachments with the childminder and her co-childminder and are eager to come for stories and cuddles. This warmth supports children's emotional well-being and helps them to feel valued. Children are kind to one another and they behave well. The childminders have high expectations for the children, and they respond positively. For example, all children are eager to help when the 'tidy-up time' song starts to play, and they smile with pride as they receive praise for their efforts.

Children play confidently and happily together and form close friendships. When playing independently, children make choices from the safe, well-resourced learning environment and spend a long time concentrating on their chosen tasks. For example, children enjoy role play and work collaboratively to make their dolls feel better as they play 'doctors'. The childminder skilfully introduces new vocabulary, such as 'stethoscope', 'medicine' and 'bandages', and the children repeat these words in their play.

The childminders interact with the children very well and help them to develop their imagination and confidence. For example, they support children to balance and hop on one foot as soon as familiar music starts. Children laugh infectiously as they pretend to be sleeping bunnies. The childminders help children to think carefully about words they hear that start with the same letter as their names. Children have a positive attitude to learning and make good progress.

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

- The childminder and co-childminder work seamlessly together to create a curriculum which meets the needs of all children, including those with special educational needs and/or disabilities. They gather detailed information from parents when children start to attend. They use this to support and extend children's learning. They request feedback from parents to help them identify areas for improvement.
- Partnership working is a strength. The well-established links with external professionals ensure all children are ready for their next stage and receive the relevant support and intervention to help them make good progress. Children are well supported in their transition into the setting and for their move on to school.
- The childminder has a good knowledge of child development. She uses the correct pronunciation of words and skilfully introduces new vocabulary. She and her co-childminder are positive role models, and children are engrossed in their learning. However, occasionally, during group activities, they do not notice

where adaptations are needed in their practice to ensure that all children remain engaged and consistently challenged.

- The childminder uses information about children's home life effectively in her teaching. For example, children are excited about a recent family visit to a safari park. The childminder initiates conversations that prompt and support children to talk about what they saw. This helps to promote children's memory and allows the childminder to plan further stimulating activities to ignite children's interests.
- Children develop a love of books as they listen to familiar stories. The childminder reads with enthusiasm, and children make links with their favourite book on owl babies and the baby swans they saw on a recent nature walk. The childminder skilfully extends this recollection with a discussion on what they noticed about the grown-up swans compared to the 'cygnets', carefully introducing new knowledge and vocabulary.
- Children are gaining independence and attend to their own care needs. Children show great pride as they set the table for lunch and work out the number of plates they need after counting the number of children in the room. The childminder allows children to express their preferences as she offers options. Children notice that they all like different foods, and the childminder uses this as a learning opportunity to explain that this is what makes them unique. This helps them to develop an understanding of fundamental British values and promotes respect for different people.
- The childminder has engaged in focused opportunities to enhance her professional development, such as with Makaton sign language training to support children with limited speech. However, further professional development and performance management activities have not yet identified ways to develop consistency in teaching practice to ensure the quality of the provision is raised to the highest level.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has completed child protection training and understands the signs and symptoms that may indicate a child is at risk of harm. She and her co-childminder know how to keep children safe and know what to do if they have a concern. They keep children under their close supervision, reminding them about how to keep themselves safe. For example, children learn about road safety and are reminded to 'use their eyes and ears' when they are out in the community. Robust vetting procedures ensure that all people living on site are suitable to be with children. 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:

- differentiate the already good practice even further so that activities are more sharply focused on providing high-quality teaching to individual children
- identify a programme of professional development which focuses on raising the quality of teaching to the highest level.

Setting details

Unique reference number	2591915
Local authority	Cheshire East
Inspection number	10251267
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	0 to 4
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 2020. She lives in Sandbach, Cheshire and works with a co-childminder. 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 3. 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 carried out a joint observation with the co-childminder and discussed the impact of teaching on children's learning.
- The inspector observed the quality of education being provided and assessed the impact on children's learning and development.
- 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 childminder's interactions with children during play and daily routines.
- All areas of the premises were viewed and the inspector took account of how the childminder ensures that children are safe and secure.

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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