

Childminder report

Inspection date: 18 October 2022

Overall effectiveness	Outstanding
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is outstanding

Children are extremely secure and happy in the childminder's care. They are confident to share their experiences with others, quickly engaging visitors in discussions about their learning. They form exceptionally close bonds with the childminder and thoroughly enjoy their time with her. This impacts positively on their emotional health and well-being.

The childminder has a detailed understanding of each child's individual needs and stages of development. She uses her knowledge of each child and their interests and talents to precisely plan for their learning and development. For example, children recently enjoyed learning more about a place they had visited through their curiosity of maps. Children make excellent progress across a well-planned and effective curriculum.

Children's development in communication and language is given a high priority and superbly supported. Children learn a rich breadth of vocabulary and language through conversation and reading. They display a real love of stories and excitedly select their favourite ones from the library the childminder has created. They demonstrate an excellent understanding of storylines, confidently name characters and join in with familiar phrases and rhymes. Older children enjoy helping their peers to learn new words. For example, they make the initial 's' sound as they help younger children learn how to say the word 'snake'.

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

- Children display high levels of concentration and are enthusiastic and motivated to learn. For example, they listen attentively as the childminder teaches them how to use tweezers and how to hold a pencil. Children develop their fine motor skills and remain deeply engaged as they carefully draw and colour pictures. They demonstrate high levels of perseverance and an excellent attitude to learning.
- The childminder is an excellent teacher. Her interactions with children are of consistently high quality. For instance, she continuously weaves in well-timed questions to seamlessly build on children's prior learning and provides thinking time to help children process their answers. Children respond with highly creative ideas, which motivates them to continue their learning.
- Children become highly independent. The childminder expertly uses routines to encourage children to take responsibility for their own care needs from an early age. For example, children wash their hands, put on their socks and learn to cut fruit using a safety knife. Children's self-esteem and confidence flourish and the childminder enthusiastically praises and celebrates their progress and achievements.

- The childminder is a superb role model who has high expectations for children's behaviour. She sensitively helps children to manage their feelings and understand how their behaviour impacts on others. Children show great respect towards others and are courteous and kind. They display superb manners without prompting and are skilfully supported by the childminder as they learn to negotiate through play.
- The childminder is effective in promoting children's physical development with precisely tailored and well-thought-out plans. She offers children lots of different physical activities that test and challenge them. For example, children enjoy completing their daily exercises with the childminder, which helps them achieve body control, coordination and strength. Children show they are developing high levels of understanding when they talk about the importance of oral hygiene routines and eating healthy food.
- The childminder plans and provides a varied and imaginative range of well-targeted activities to help children learn about what makes them unique and to extend their knowledge of their local community and the diverse world around them. Children access a wealth of rich learning experiences outside the childminder's home. For instance, children visit local libraries, museums and places of natural beauty. This enhances children's ongoing development and helps build their cultural capital to provide secure foundations for their future learning.
- The childminder continuously assesses and monitors children's progress. She provides comprehensive updates on children's development and shares valuable suggestions and resources so that parents can continue their children's learning at home. This contributes to children's excellent progress.
- Parents speak very positively of the high-quality care and education their children receive. They appreciate the wealth of information that the childminder shares and feel highly valued as partners in their children's learning. Children's individual needs are exceptionally well met through the excellent sharing of information.
- There are exceptional partnerships between the childminder and other early years settings, schools and professionals. This is highly effective in providing consistent and relevant learning opportunities for children to continue in their progression in the setting and elsewhere.
- The childminder is passionate about her role and has an ambitious vision for the setting. She uses her reflective practice very effectively to target her professional development to ensure that her teaching is of the highest quality. For example, she demonstrates how she is highly driven in her pursuit of excellence and continuous development of knowledge to improve the quality of service she provides. This has an extremely positive impact on the outcomes for the children in her care.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a detailed understanding of how to keep children safe. She

attends regular safeguarding training to keep her knowledge up to date. She knows precisely what to do should she have any concerns about a child's welfare and can confidently talk about her safeguarding policy and procedures. Through her meticulous approach to risk assessments, the childminder's home and garden offer an exceptionally safe place for children to play and learn. Children's understanding of their own safety is given the utmost priority and they learn to be aware of potential risks around them in the home and on outings. For example, the childminder helps children to assess situations when they use technology and to seek help if they see some things that make them feel unhappy or uncomfortable.

Setting details

Unique reference number	2594732
Local authority	Cheshire East
Inspection number	10251348
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	2 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 Middlewich, Cheshire. She operates all year round from 7.30am to 5.30pm, Monday to Thursday, except for bank holidays and family holidays. The childminder holds qualified teacher status.

Information about this inspection

Inspector

Sharon Hennam-Dale

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken this into account in her evaluation of the setting.
- The childminder discussed her intentions for children's learning and the curriculum she offers.
- The inspector observed the quality of education during activities, and assessed the impact this has on children's learning.
- The childminder discussed children's progress with the inspector.
- The inspector looked at required documentation, including evidence of suitability.
- The inspector took account of the views of parents through written documentation.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2022