

Childminder report

Inspection date:

8 November 2021

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 friendly and welcoming. Children form secure attachments with her and continuously demonstrate that they feel safe, happy and secure in her home. The childminder is warm and caring in her approach and has high expectations of young children. Children explore the environment with increasing confidence, having the reassurance that the childminder is close by. They independently select the resources they wish to use and are developing their concentration skills. For example, young children carefully stack different sized cups. They develop good hand-to-eye coordination and become aware of shape, size and colour.

The childminder is fully aware of the potential effects of the COVID-19 pandemic on children and their families. As such, she focuses her teaching on supporting children's personal, social and emotional development. In particular, the childminder is developing children's confidence in social situations. She visits local groups, now that restrictions have been lifted. She uses these opportunities to encourage children to engage with others and play together in larger groups. The childminder provides cuddles and reassuring words as needed when children are unsure and require extra support. This practice enables children to relax in new situations and helps them to develop skills needed for their future learning.

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

- The childminder plans activities that reflect children's interests and span all areas of learning. Teaching is effective as she plays alongside the children, assisting them to become excited and motivated to learn. The childminder seeks information from parents about their child's care routines, likes and dislikes. She successfully uses this information to support children to settle quickly into her care. However, the childminder does not routinely gather precise information about children's existing abilities to enable her to plan purposely from the outset and build on what children already know and can do.
- Literacy is a strong feature of the childminder's provision. Children demonstrate a love of books as they snuggle together with the childminder. They clearly enjoy the close interaction of sharing a story. The childminder sensitively supports children to explore the different textures within their chosen story and to turn the pages independently. She describes what is happening in the pictures and reads with enthusiasm. This helps to maintain children's interests as they develop their early literacy skills.
- The childminder promotes children's emerging communication and language skills. For example, she commentates as children play which helps to give meaning to what they are doing. Furthermore, the childminder copies young children's babbling and models turn taking in conversations. The childminder

uses descriptive language to ensure that children are able to hear and absorb a wide range of words.

- The childminder is a good role model and demonstrates polite, kind and positive behaviours. This helps children to understand what is expected of them. The childminder continuously supports children's independence. For example, young children are encouraged to have a go at feeding themselves at lunchtime. The childminder is careful not to over direct and allows children to have a go themselves. As a result, children are quickly developing their self-care skills.
- The childminder has developed effective partnerships with parents. Written comments following information shared about children's learning and development, show that parents are very happy with the care and attention that the childminder affords to their children. The childminder ensures that parents feel well informed about their child's experiences and routines. She holds daily discussions with them and shares photos of children enjoying the many activities that she provides.
- The childminder values the importance of professional development. She engages in mandatory training and carries out her own professional research to ensure that she is able to further develop her knowledge, skills and understanding. The childminder uses self-evaluation effectively to further improve her practice. For example, she has plans to enhance her outdoor area and introduce more natural materials and resources for children to explore.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a clear understanding of her role in protecting children from harm and reporting any concerns that may arise. Children's safety is maintained within the home and outside because the childminder successfully completes risk assessments. This practice enables her to identify any potential hazards and to take the necessary steps to ensure children's safety. The childminder holds a first-aid qualification and attends training on safeguarding to ensure she stays abreast of any changes in legislation. She shares policies and procedures with parents and maintains documentation that include registers of attendance, accident and medication records.

What does the setting need to do to improve?

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

- gather more precise information from parents when children first begin to attend, to help identify what children can already do and further develop planning.

Setting details

Unique reference number	2606398
Local authority	Cheshire West and Chester
Inspection number	10213652
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 8
Total number of places	6
Number of children on roll	3
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2020 and lives in Helsby. The childminder operates Monday to Friday from 8am until 5pm, all year round. The childminder holds an appropriate early years qualification at level 3.

Information about this inspection

Inspector

Karen Cox

Inspection activities

- This was the first routine inspection the provider 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 their evaluation of the provider.
- The inspector spoke with the childminder and children at appropriate times throughout the inspection.
- A learning walk was completed with the childminder to discuss the curriculum intent and how the provision is organised.
- The inspector completed a joint evaluation of an activity with the childminder.
- The inspector reviewed a variety of documents, including evidence of the suitability of those living in the household, the childminder's qualifications, first-aid certificate and policies.
- The inspector observed interactions between the childminder and children during activities and assessed the impact of teaching on children's learning.

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 2021