

Childminder report

Inspection date: 8 February 2023

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

Children have an exceptionally positive relationship with the childminder and her assistant. They arrive happily and settle immediately. Children are reassured by the comfortable and familiar surroundings as they hang their coats on their pegs and eagerly access the age-appropriate resources. They are captivated as they touch the frost in the garden and crunch it under their feet. Children give their friends a spade to scrape the frost and transport it into containers. They engage in imaginative play as they pretend to cook and make tea in the outdoor playhouse. Children build supportive relationships with their peers.

The childminder is passionate about taking children on daily outings. For example, children use their core muscles as they run and explore parks. They connect with nature as they dig soil and pick pumpkins. Children regularly attend singing and rhyme sessions. Children who are not yet talking learn to communicate their needs with sign language. Children visit sensory play areas, where they develop their sensory skills, improve their physical coordination, and stimulate their imagination.

The childminder knows each child well and designs engaging activities for them. For example, children develop their vocabulary as they play 'shop' with real food. They develop their small muscles as they use brushes to paint pictures and hold forks to pick up their food. All children, including those with special educational needs and/or disabilities (SEND), make good progress from their starting points.

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

- The childminder and her assistant engage children in conversation and skilfully extend their communication and vocabulary. For example, when painting, colours are described as 'dark'. Children are challenged to think about whether a potato is baked. Children use emotional literacy as they tell the inspector that they are happy and show her pictures that demonstrate emotions. All children, including those who speak English as an additional language, learn new words and build on their existing knowledge.
- Children are independent and try to dress themselves and put their shoes on. They wash their own hands and are reminded to cover their mouth when coughing. Children use good manners, saying thank you to adults and their peers during play and at mealtimes. Children learn good hygiene practices and are beginning to be independent in managing their own needs.
- The childminder provides children with healthy home-cooked food. Children choose from a selection of fresh fruits at snack time. However, the childminder does not always support children to learn the benefits of healthy eating. Therefore, children do not always learn how to live healthy lifestyles to the highest level.

- Children with SEND are wonderfully supported. The childminder has attended specialised training to enhance her knowledge of supporting children with complex needs. Children are reassured in the tranquil environment the childminder has created. For example, they are soothed by sensory lighting and predictable routines. The childminder works closely with parents and other professionals to ensure that children with SEND receive opportunities and targeted support that helps them make good progress from their starting points.
- Parents speak highly of this childminder. They say that children are happy and safe in her care. She informs parents of children's learning and the new skills that they are developing. This helps parents to support learning at home.
- The childminder has cultivated an inclusive environment that promotes a respectful mindset towards others. For example, children play with dolls that have been adapted to represent additional needs. They learn about Chinese New Year and mental health. Children show empathy towards each other and treat their peers with kindness, regardless of their differences. They share resources and take turns. Children develop positive attitudes and learn to value and respect differences in people and their cultures.
- The childminder is reflective of her practice and regularly attends professional development opportunities to improve her knowledge of how children learn. However, she has not focused her professional development sharply enough to enhance her understanding of clear and sequenced learning intentions, to raise the quality of teaching to the highest level.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant have a good understanding of their role and responsibility to protect children and keep them safe. They are aware of signs and symptoms that a child is at potential risk of harm and know how to report any concerns to the appropriate authorities. The childminder has current safeguarding training and keeps her knowledge up to date through regular training. She regularly carries out risk assessments to ensure that the environment is safe and secure for children. Children are always supervised, and they learn to tell the childminder before they play hide and seek to ensure that they are safe.

What does the setting need to do to improve?

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

- target professional training more sharply to develop clear and sequenced learning intentions that will raise the quality of teaching to the highest level
- support children to learn about the benefits of eating healthy food as part of a healthy lifestyle.

Setting details

Unique reference number	2611416
Local authority	Cheshire West and Chester
Inspection number	10263965
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 11
Total number of places	4
Number of children on roll	16
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 8am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Angela Hayward

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 their evaluation of the provider.
- The childminder showed the inspector the premises and discussed how they ensure they are safe and suitable.
- The childminder spoke to the inspector about their intentions for children's learning.
- Children spoke to the inspector during the inspection.
- The inspector observed the interactions between the childminder and children.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- The inspector spoke to several parents during the inspection and took account of their views.
- The childminder provided the inspector with a sample of key documentation on request.

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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