

Childminder report

Inspection date: 21 March 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 appear happy and settled in this calm and nurturing setting. They form secure attachments with the childminder and demonstrate a strong sense of belonging. The areas used for childminding are well resourced, and every opportunity is used to support and extend children's learning across all areas.

Children benefit greatly from the high-quality interactions of the childminder, who speaks clearly and models good communication and language skills. The childminder skilfully differentiates activities to reflect children's ages and abilities and provides lots of opportunities for developing their vocabulary. For example, several of the children are Polish and learning English as their second language. The childminder reads stories and sings songs in both Polish and English and encourages the children to repeat familiar words and phrases. This helps children to grasp the new language quickly and builds their confidence and self-esteem.

The childminder is a good role model and has high expectations for children's progress. Children are polite, respectful and follow instructions well. For instance, they demonstrate a secure understanding of the daily routine by washing their hands and choosing snacks from a selection of fruits and yogurt. Children are eager to please the childminder by disposing of rubbish and placing their plates in the sink afterwards. Children beam with pride as they receive praise for their efforts and are developing good hygiene practices and independence.

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

- The childminder offers a flexible and inclusive service that is highly valued by parents. She and her assistant teach children to be kind and respect each other's differences in an age-appropriate way. Children who speak English as an additional language progress exceptionally well. The childminder works tirelessly to help children develop a good grasp of English in preparation for school. All children are developing in confidence and character and make good progress relative to their starting points.
- The childminder recognises the importance of her own professional development and that of her assistant. She has engaged in many opportunities to enhance her practice through a range of online and in-person courses and supports her assistant to do the same. However, at times, she over-directs the children in their learning, rather than allowing them to find things out for themselves. This means children sometimes lose interest and are not always suitably engaged and challenged.
- Children eagerly await their visits to the local park, farm and soft-play centre. They also benefit from walks in the local community and weekly group sessions with other childminders. This helps children to develop confidence in different

social situations and deepens their understanding of the world around them.

- The childminder is skilful in teaching mathematics. She provides various opportunities for children to count, calculate and compare. Children show intense concentration and perseverance as they use tweezers to select number tiles and build 3D shapes, recalling confidently the mathematical language they already know. This helps to ensure children are making good progress in mathematics.
- Children relish their time in the childminder's delightful garden. They have plentiful opportunities to develop their large-muscle skills on the climbing frame, bicycles and trampoline. The childminder teaches children to manage their own risks as they play, giving them the confidence to try new things and take pride in their achievements. However, occasionally, children do not take turns and are unwilling to share with their friends. The childminder has not yet embedded consistent behaviour management strategies so that children know the rules and expectations for their behaviour. This means they do not always recognise each other's feelings and are not yet able to manage their emotions effectively.
- Partnerships with parents and other professionals are strong. The childminder seeks advice from specialists and involves parents in developing detailed plans for their children's next steps. This helps to ensure all children, including those with special educational needs and/or disabilities, are supported effectively. Parents are provided with informative daily updates and are offered homework tasks to further support children's learning and development at home.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant have completed in-depth child protection training and refresh this regularly. They understand the signs and symptoms that may indicate a child is at risk of harm or neglect and know the local referral procedures to follow if they have a concern. They keep children under their close supervision and give gentle prompts to tidy up so they do not trip and fall. Robust vetting procedures ensure that all people living and working on site are suitable to be with children. The areas used for childminding are meticulously clean and tidy, 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:

- sharpen awareness of giving too much direction so that children can find things out for themselves and remain suitably engaged and challenged
- refine the implementation of behaviour management strategies to ensure consistency in following rules and expectations so children learn to recognise each other's feelings and better manage their emotions.

Setting details

Unique reference number	2613796
Local authority	Cheshire East
Inspection number	10281009
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 4
Total number of places	6
Number of children on roll	6
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2021 and lives in Crewe. She operates from Monday to Saturday, from 7am until 4pm, all year around, with the exception of family holidays. She works with an assistant. 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 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 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 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 spoke to children at appropriate times and read written information from parents and took account of their views.
- 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.

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 2023