

Childminder report

Inspection date: 6 July 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

The childminder provides a warm, homely and welcoming atmosphere. Children are happy and safe in her care. For instance, they regularly go to her for comfort and reassurance. The children share close bonds with the childminder and each other. They are happy when their friends arrive for the day and greet each other warmly. Parents are confident to leave their children here, and they state that the childminder is like part of the family.

The childminder is a positive role model and demonstrates good manners. At snack time, children sit together. They show good table manners and social skills as they eat together with their friends. The childminder encourages independence and praises children when they have a go for themselves, for example, when the older children cut their banana independently into pieces at snack time.

The childminder supports children's communication and language skills as she clearly communicates and models language through all parts of the routine. Children show great pleasure in singing and talk excitedly about their favourite songs. Younger babies show delight and smile as they hear the older children singing 'The wheels on the bus'.

The childminder plans children's learning to get them ready for their next stage of education. For example, children in the pre-school year are working on putting shoes on, getting themselves dressed and holding scissors safely.

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

- There is a high regard for physical development. Children enjoy and benefit from spending time outside in the spacious garden. The childminder provides a variety of resources to develop children's gross motor skills. There are clear rules that the children follow when using the slide; the children know to go up the steps and down the slide. Children develop good physical skills.
- Children grow their own strawberries in the garden. This helps the children to understand where their food comes from and supports their future understanding of healthy diets. They also plant their own sunflowers. Children are eager to show the inspector that the sunflowers are growing and to tell her the plants need water to help them to live. Children are learning about the natural world.
- The childminder takes children on outings and visits to the local park, shops and the library. She also regularly takes the children to playgroups. This supports children's personal, social and emotional development. This supports children in developing their confidence.
- The curriculum is interesting and varied. Overall, children are developing the

skills they need for future learning. However, the childminder does not always plan for the needs of the younger children during focused activities. As a result, younger children do not always understand what is being asked of them and, at times, can be less engaged in learning.

- Children become more independent. The childminder builds frequent opportunities for children to develop their independence into the day. For example, they learn to cut their own fruit safely with a plastic knife. The childminder uses gentle encouragement to help children persevere, such as when they are putting on their own shoes. Children demonstrate that they are resilient.
- The childminder teaches children how to keep themselves healthy. Children have fun singing a special washing song as they learn to wash their hands effectively. The childminder provides a range of fruit at snack times and encourages babies and children to try new foods. Children are developing an awareness of healthy lifestyles.
- The childminder shows a commitment to improving the quality of her provision and continuing her professional development. She accesses regular training to help improve her skills. For example, she attends early years training provided by the local authority and accesses online training from professional childminding organisations. She has some partnerships in place. For example, she networks with other childminders. However, she has not yet developed partnerships with local schools to fully support children as they transition to school.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her responsibilities around keeping children safe and knows what to do if concerned about a child's safety. She ensures that she keeps up to date with her knowledge of safeguarding. She demonstrates a good knowledge of the potential signs and symptoms of abuse. The childminder understands how to correctly report allegations made against herself or any other adult in her household. The childminder is trained in paediatric first aid, and she keeps this up to date.

What does the setting need to do to improve?

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

- plan age-appropriate group times to meet the needs of younger children and engage them further in their learning
- strengthen partnerships with local schools to gain an understanding of their expectations of what children need to know when they start school.

Setting details

Unique reference number	2637086
Local authority	Cheshire East
Inspection number	10289315
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 12
Total number of places	6
Number of children on roll	9
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2021. She operates all year round, from 7.30am to 6pm, Monday to Friday.

Information about this inspection

Inspector
Vicki Brown

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 setting.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- The inspector observed the interactions between the childminder and the children.
- Parents shared their views of the setting with the inspector.
- Children spoke to the inspector during the inspection.
- The childminder showed the inspector the premises, and they discussed how she ensures they are safe and suitable.

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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