

Childminder report

Inspection date: 18 April 2024

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 are happy, content and settled at this setting. They have close relationships with the childminder, who provides warm and nurturing care. Consequently, children separate from their parents confidently on arrival at the setting. The childminder provides a broad curriculum that builds on children's individual knowledge, skills and interests. Children are keen explorers and have positive attitudes to learning. The childminder skilfully supports children to use their imagination and creativity as they engage in the role-play kitchen. The childminder fully immerses herself in their play and holds back-and-forth meaningful conversations with them. For example, as children make their pretend tea, the childminder introduces new words, such as 'iced tea' and 'coconut milk'. She further extends children's learning as they explore recipe books together to choose the cake they will pretend to have with their tea. Children are confident communicators, and their vocabulary is expanding.

The childminder sets high expectations for children's behaviour. She models how to treat others with respect and care. Children show how they have been taught to be gentle when interacting with the family pets. When minor conflicts arise, the childminder sensitively supports children to resolve the issues. This helps children to learn to share, take turns and play cooperatively.

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

- The childminder strives to continuously improve her practice. She has undertaken a wide range of professional development to ensure that her skills and knowledge are current. This enables the childminder to make a positive impact on children's learning.
- The childminder provides a range of adult- and child-led activities to support children's learning and development. However, occasionally, during adult-led activities, the childminder does not differentiate the learning experiences for younger children. Therefore, they do not always show high levels of engagement with their learning.
- The childminder provides many opportunities for children to develop their physical skills. For example, children are encouraged to use their large-muscle skills to push liquid pump dispensers in the mud kitchen. They kick and roll large balls and try many times to throw the ball into the basketball hoop. Additionally, the childminder frequently takes the children to sports activities in the local community, which helps to develop their muscle strength.
- Children's health and well-being are supported well by the childminder. Children enjoy home-cooked, healthy meals and snacks provided by the childminder. Furthermore, children are learning where their food comes from as they visit local allotments and grow their own vegetables and herbs in the garden. The

childminder teaches children about germs and why they need to wash their hands. Children are developing an understanding of keeping themselves healthy.

- The childminder incorporates some mathematics into the daily activities and routines of the setting. For example, she supports children with their counting skills and knowledge of colours as they play. However, children's broader mathematical understanding is not as well developed. This is because the childminder does not plan to provide opportunities to develop children's awareness of other mathematical concepts. This means that children are not consistently developing a strong foundation of mathematical knowledge to support them in their next steps for learning.
- The childminder is a good role model. She supports children to take care of the environment and learn good manners. For example, children respond positively when the tidy-up song is played. They instinctively begin to tidy away their toys, assisted by the childminder. Children say 'please' and 'thank you' in their conversations and know how to ask for help when needed.
- Effective partnerships with parents and carers have been established by the childminder. The childminder maintains regular communication with parents regarding their child's learning and development. Parents fully engage with the electronic information system to upload photos from home. This helps the childminder to plan and provide consistent care and learning for the children.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- differentiate teaching to meet the needs of younger children during adult-led activities, to support higher levels of engagement
- provide children with opportunities to develop their wider mathematical knowledge and skills.

Setting details

Unique reference number	2656276
Local authority	Cheshire West and Chester
Inspection number	10232961
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 6
Total number of places	6
Number of children on roll	4
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2021 and lives in Blacon, Chester. She operates during term time from 8am to 5.30pm, Monday to Thursday, except for bank holidays. The childminder holds an appropriate qualification at level 3. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Anita Dunn

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 showed the inspector the premises and discussed how she ensures that they are safe and suitable.
- The childminder spoke to the inspector about how she organises her early years setting, including the aims and rationale for her curriculum.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The inspector observed the interactions between the childminder and the children.
- The childminder and the inspector carried out a joint observation during an activity.
- The inspector viewed parent surveys 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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