

Childminder report

Inspection date: 4 November 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 enjoy spending time with the friendly and nurturing childminder. The childminder creates positive relationships with children and their families. She gathers important information from parents about routines at home. The childminder uses these details to support children to settle quickly. Children are reassured with cuddles when they feel unsettled. This helps them feel safe and secure. The childminder is a positive role model. She has high expectations of all children. For example, children are reminded to use good manners. The childminder teaches children about emotions and feelings as they play. She helps children share books and toys. The childminder encourages children to discuss how they are feeling and explains that what they do can sometimes make others feel sad. This helps children learn how to empathise with each other.

The childminder creates an ambitious curriculum. She plans activities that interest children. For example, children show impressive recall skills as they make their own beach. They follow the childminder's instructions as they add sand and water to trays. They look at photos of a recent day trip to the beach and recreate their experiences as they fish and hunt for crabs. The childminder introduces mathematical vocabulary as she talks about the size of crabs and how heavy the wet sand is. Children 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 knows children well. She has a clear understanding of what children know and plans appropriate next steps in their learning. Overall, the childminder is in tune with when children are feeling tired, hungry or upset and responds appropriately. However, there are occasions when activities and routines do not fully consider the individual needs of all children. This means there are times children are not fully engaged in learning.
- The curriculum for communication and language is mostly implemented well. The childminder holds purposeful conversations with children. She encourages children to retell events using photos as prompts. However, there are times that the childminder does not give children time to respond to questions. This does not consistently support the development of all children's communication skills.
- The curriculum for physical development is strong. The childminder helps children develop skills for the next stage of their learning. The childminder ensures children have plentiful opportunities to be physically active on their outings. They practise climbing and balancing while they visit local parks. This helps to develop children's larger muscle movements and coordination.
- The childminder helps children to learn how to be caring and helpful. Children help to plant and look after the vegetables in the garden. Children watch the changes to the peas as they grow and learn the names of the herbs. They

excitedly pick carrots from the vegetable patch and help to feed the pet rabbits. These opportunities help children learn about looking after plants and animals.

- The childminder helps children to make choices to support healthy lifestyles. For instance, children brush their teeth and drink water. The childminder talks to children about foods that provide a tasty and nutritious diet. Children explain that pasta gives them energy. This helps them to understand how to make healthy life choices.
- The childminder provides children with clear expectations. Children listen to the childminder's instructions and follow them. They persevere as they put on their waterproof suits and boots to play outdoors. Children show a sense of pride in the tasks they complete independently, such as washing their hands and tidying up the playroom. These opportunities help children gain positive attitudes to learning.
- The childminder takes children on a variety of outings. For example, they go to local parks, farms, to the zoo and on forest walks. The childminder gives children opportunities they may not otherwise get. For example, children visit the airport to see planes and take trips on trains. As a result, children develop new interests as they build their experiences.
- The childminder evaluates her provision. Parents and children's views are used to help inform this. The childminder identifies strengths and the areas she would like to develop. She accesses a wide range of professional development through courses and independent research, such as podcasts. The information and knowledge is used to enhance the curriculum and experiences for children.
- Parent partnerships are strong. Parents appreciate the reading books the childminder provides as children are excited to read these at home. This approach helps children, and their families, develop a love of reading. Parents are provided with useful ideas on how to enhance children's learning and development at home. This helps provide continuity in children's care and learning.

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:

- organise routines and activities to consistently enhance experiences for all children
- develop the curriculum so all children's communication and language development is given utmost priority.

Setting details

Unique reference number	2683767
Local authority	Cheshire West and Chester
Inspection number	10360131
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 9
Total number of places	12
Number of children on roll	10
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2022 and lives in Northwich. She operates all year round from 8am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. The childminder is registered to work with an assistant.

Information about this inspection

Inspector

Deborah Magee

Inspection activities

- The inspector observed the quality of education being provided and assessed the impact on children's learning.
- The childminder shared a range of documentation with the inspector, such as evidence of the continued professional development and paediatric first-aid qualification.
- The childminder, the assistant and the inspector had discussions at appropriate times during the inspection.
- Parents shared their views of the setting through written communication. The inspector took account of their written feedback.
- The childminder and the inspector carried out a joint observation.
- Children spoke to the inspector during the visit.

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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