

Childminder report

Inspection date: 10 September 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 feel happy with this warm and friendly childminder. They enjoy exploring the learning environment, finding favourite toys and following their own interests. The childminder and her assistant nurture strong bonds with the children, which builds children's confidence. They join in the children's role play as they pretend to make phone calls and cups of tea.

The childminder has high expectations of children's behaviour and children are eager to do well. The childminder and her assistant praise children for their efforts as well as achievements, which motivates children to 'have a go'. The childminder's curriculum is based on children's interests and ensures that children acquire the knowledge and skills they need for starting school.

Children spend plenty of time outdoors and are physically active every day. They enjoy visits to the park and the local zoo where they learn about nature and seek new experiences. Parents enjoy sharing their child's experiences through daily updates and photos. Children learn how to keep themselves healthy as they wash their hands, eat nutritious snacks and learn where vegetables come from.

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

- The childminder supports children to learn through a broad curriculum that is based on play. She enriches this curriculum with experiences outside of the setting. Children regularly attend groups where they have opportunities to learn different skills and socialise with other people. As a result, children make good progress. However, the childminder does not have focused learning outcomes for the activities she plans. Consequently, children do not receive targeted support to help them reach their next steps.
- Children's emotional well-being is paramount to the childminder. She understands that children need to form strong bonds of attachment with their carers before they are ready to learn. Children are given ample time to settle in and receive lots of cuddles and reminders of home. As a result, children quickly feel secure and ready to explore independently.
- The childminder and her assistant read books and sing songs throughout the day. For example, when a child talks about bumping their head, the childminder sings a song about five little monkeys jumping on the bed. Children join in with songs and actions, which expands their vocabulary and understanding of English. However, sometimes, the childminder asks lots of questions without giving younger children time to think and respond. This does not promote speech development effectively.
- The childminder supports children to behave positively. She ensures that children understand why they are being asked to do something and praises them for

being kind to each other or trying hard. As a result, children are able to learn in a peaceful and purposeful environment.

- The childminder provides some support for children's independence. Children choose books, find resources and help to tidy up. However, children's opportunities for independence are sometimes limited during activities. For example, children are given the tools they need to safely slice melon and thread pasta but are not given the time and freedom to complete the task independently. As a result, children sometimes do not achieve the levels of independence they are capable of.
- The childminder has created a welcoming learning environment that supports children to explore. She is reflective about the resources she provides and prioritises items which give children the opportunity to be curious and creative. For example, natural materials are brought into the setting for children to use alongside a wide range of plastic animals. As a result, children are able to use resources in different ways to follow their own interests.
- The childminder works effectively with her assistant. The two practitioners display strong teamwork to ensure that children's transitions between activities are smooth. There is a shared culture of constant improvement that raises the standard of their practice. The childminder ensures that training is undertaken on a regular basis. Consequently, children benefit from their joint expertise and individual strengths.

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:

- focus more precisely on the learning intentions of activities to help maximise learning outcomes for all children
- use effective questioning techniques to ensure that children have time to think and answer, in order to support their speech development
- give children time to complete tasks themselves to further promote their independence skills.

Setting details

Unique reference number	2756495
Local authority	Cheshire West and Chester
Inspection number	10349410
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 10
Total number of places	12
Number of children on roll	9
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered with a childminder agency in 2022 before registering with Ofsted in 2023. She lives in Chester. The childminder operates all year round from 7am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. She holds a relevant qualification at level 3. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Natalie Myatt

Inspection activities

- The childminder spoke to the inspector about how she organises her early years setting, including the aims and rationale for her curriculum.
- The childminder spoke to the inspector about children's learning and development, with a particular focus on communication and language.
- The inspector spoke to children, to find out about their time at the setting.
- The inspector talked to the childminder's assistant at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The inspector carried out a joint observation of an activity with the childminder and the assistant.
- Parents shared their views of the setting with the inspector.

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
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