

Childminder report

Inspection date:

6 November 2019

Overall effectiveness	Good
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The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous inspection

Outstanding

What is it like to attend this early years setting?

The provision is good

Children flourish in a stimulating and nurturing environment where they feel happy, safe and secure. The childminder works harmoniously with her co-childminder to create a friendly atmosphere where children form strong attachments and enjoy being in their company. Children access a wide range of resources and quickly become absorbed in their own choice of play. The childminder interacts well with children and supports them to extend their learning and enjoyment. The childminder has high expectations for behaviour. Children behave well. They develop good social skills and interact with each other with kindness and respect. They play cooperatively together and share and take turns. For example, younger children share resources without being prompted. The childminder provides a language-rich environment. She skilfully models words clearly and uses descriptive language to help children build on their vocabulary. Consequently, children are making good progress in their language development. The childminder offers praise and encouragement in abundance. She knows the children very well. The childminder expertly uses this information to plan next steps for children's learning and development. Children are developing their independence and confidence and developing key skills to support future learning.

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

- The childminder understands her responsibility to maintain her professional development. She regularly attends training courses to build on her knowledge. For example, she has attended specialist training in sign language and introduced the use of signs to support children's developing language and communication skills. The childminder regularly meets other childminders who share ideas and good practice.
- The childminder has a calm and nurturing approach. Children settle quickly and benefit from a thorough settling-in process. The childminder uses this opportunity to find out what children know and can do already in order to fully support their learning and development.
- Children learn about different cultures and faiths through activities and resources. However, the childminder has not fully considered further opportunities for children to explore their understanding of similarities and differences within their lives and those of others.
- All children are making good progress and are well supported. The childminder monitors children's progress. She identifies any gaps in their learning and plans appropriately to help children succeed. The childminder skilfully uses a range of resources and equipment to support children's next steps in learning and development. For example, she plans a variety of physical activities to support early writing skills for children.
- Parent partnership is strong. The childminder shares information with parents

about their children's development and encourages them to contribute to their children's learning. Parents are complimentary about the service the childminder provides and state, 'We could not ask for better care for our children.'

- The childminder supports children's physical skills from an early age. Children develop good physical dexterity as they use the play dough. For example, young children demonstrate fascination as they use their fingers to pinch the play dough and arrange it into small pieces.
- Early mathematics is taught well. The childminder captures opportunities to incorporate counting and problem-solving throughout the daily routine. Children use blocks to build towers and together they count how many blocks there are. They clap and laugh with delight as they count to the top of the tower and then watch it fall over.
- The childminder places high emphasis on healthy eating and offers a nutritious well-balanced diet. Children competently feed themselves and learn to make healthy choices. The childminder ensures children have ample opportunities to access the outdoors.
- The childminder supports children's emotional needs well. They develop good social skills and grow in confidence as they benefit from many opportunities to learn about the wider community. The children regularly visit play barns, playgroups and other local places of interest.
- The childminder's self-evaluation is not as comprehensive as possible. She does not consistently include the views of parents and children to identify where aspects of the provision can be improved further.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her responsibility to keep children safe from harm. She recognises the signs and symptoms of abuse and neglect. The childminder knows the referral procedure well and when to act if she has concerns about a child being at risk of abuse. The childminder has completed safeguarding training and has kept up to date with current legislation. She has robust understanding of wider safeguarding issues, such as how children could be at risk from others with extreme behaviour or views.

What does the setting need to do to improve?

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

- build on the ways in which children learn about different cultures to develop an understanding of similarities and differences within their lives and others
- strengthen systems for self-evaluation to involve parents and children in identifying where aspects of the provision can be improved further.

Setting details

Unique reference number	303956
Local authority	Cheshire West and Chester
Inspection number	10109596
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 11
Total number of places	6
Number of children on roll	22
Date of previous inspection	2 July 2013

Information about this early years setting

The childminder registered in 1989. She works with a co-childminder in Hartford, Cheshire. She operates all year round, from 7.30am to 6pm, Monday to Friday, except bank holidays and family holidays. She holds an appropriate early years qualification at level 3. The childminder provides funded early education for children aged two, three and four years.

Information about this inspection

Inspector

Rachel Strutt

Inspection activities

- The childminder and inspector conducted a learning walk to view the provision and discuss the planning for children's learning.
- The childminder and inspector held a joint observation.
- The inspector reviewed a sample of documentation that supports the effective management of the setting. This included a selection of policies and procedures and evidence of the suitability of adults living in the household.
- At appropriate times during the inspection, the inspector spoke to the childminder, co-childminder and the children attending. She observed the interactions between the childminder and the children.
- Parents' views on the provision were taken into account through sampling written feedback.

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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