

Childminder report

Inspection date: 25 March 2022

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children enjoy regular outings with the childminder to the library, local woods, cafes and playgroups. The childminder is aware that some children have missed out on social opportunities since the onset of the COVID-19 pandemic. Children learn to play alongside others and meet people in their community. They learn how to act in different social situations and behave well.

Children settle quickly. The childminder prioritises children's emotional security. She understands that sometimes younger children seek comfort from toys or familiar items, such as blankets. Younger children bring them in each day but do not need them in her care as they are reassured by her presence. Children show that they feel safe with and comforted by the childminder. For example, younger children climb on to her lap smiling.

Children are resilient and develop a can-do attitude. For example, when they fall on their bottom on the grass, they quickly react to her encouragement and jump up smiling and continue to play. The childminder has high expectations for all children, including those with special educational needs and/or disabilities. She carefully builds on what children like and can do. Children confidently explore a suitably challenging range of activities, and the childminder intuitively adapts her teaching and extends their play. Children are well supported in their learning and concentrate for long periods of time. All children make strong progress over time from their starting points.

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

- Children benefit from regular songs and rhymes. The childminder sings using different tones of voice and volume to show meanings, such as urgency, in songs. Younger children listen attentively and laugh with delight as they anticipate the tickle on their tummies at the end of the rhyme. Children benefit from caring and quality interactions as they develop their communication and personal skills.
- The childminder models language well and uses the correct pronunciation of words. After recent training, she has reduced background noise to support children's language acquisition. Although she repeats noises to encourage younger children's early speech, she does not always break down the flow of words to help younger children learn new words and what they mean.
- Children enjoy plenty of fresh air and active play as they run, kick balls and play catch. They learn to manage appropriate risks as they use the slide independently. Children develop control of their bodies and coordination skills.
- Children's personal and social skills are promoted well. The childminder uses a variety of ways to support these from an early age, including constantly high-

quality interactions. She initiates games with younger children and they remember to fall down when she says 'go'. Children learn to use different facial expressions and to maintain eye contact.

- The childminder encourages children to make independent choices about their play. At times, she encourages them to choose what and how they play. For example, younger children focus as they build towers with small board books. However, she has not fully considered how to support children's independence. Sometimes, the childminder steps in too quickly to help children with their care needs, such as washing their hands and putting on their shoes. Children are not always supported to develop their self-care skills.
- The childminder ensures that children understand how to behave well in her setting. She is an excellent role model and shows younger children how to tidy up together. They happily help her to put the books and bricks away. Children learn to understand rules and boundaries.
- Partnerships with parents are strong. The childminder regularly shares information about children's progress. She provides information to support their care and learning at home. Parents comment positively on the childminder's communication with them and the trusting relationship she builds with children and their families.
- The childminder understands the importance of partnership working. She explains the benefits of working with other professionals. She shares information and attends meetings as children start attending other settings. This helps them to settle and continue to make good progress with their learning.
- The childminder ensures that her early years knowledge remains current. Following recent changes to guidelines, she has reduced unnecessary paperwork. This helps the childminder to spend more time with children and focus on her already good interactions with them.

Safeguarding

The arrangements for safeguarding are effective.

The childminder completes training to ensure her child protection knowledge remains current. She explains the signs and symptoms that can indicate that a child is at risk of harm or neglect. The childminder has a suitable understanding of her role and responsibility to report any such concerns to the relevant authorities. She understands how to report any concerns about other adults that work with children. The childminder has robust procedures to help protect children in her care. She takes steps to minimise any risks and carefully supervises children.

What does the setting need to do to improve?

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

- strengthen the teaching of language to help younger children to learn and

understand new words

- develop children's independence skills further, so that they learn to manage their own self-care needs.

Setting details

Unique reference number	304151
Local authority	Cheshire West and Chester
Inspection number	10209833
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	3 to 3
Total number of places	6
Number of children on roll	1
Date of previous inspection	27 September 2016

Information about this early years setting

The childminder registered in 1990 and lives in Northwich. She operates her provision all year round from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays.

Information about this inspection

Inspector

Rebecca Williams

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 took 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 childminder delivering a planned activity and discussed children's learning.
- The inspector observed the interactions between the childminder and children.
- The inspector spoke to children to find out about their time at the setting.
- Parents shared their written views of the setting with the inspector. The inspector took account of their views.

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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