

Childminder report

Inspection date: 27 March 2023

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 flourish both emotionally and developmentally in this child-centred setting. Children share lovely warm bonds with the nurturing and caring childminder. She provides lots of reassuring praise and, when needed, cuddles and physical reassurance. Children respond well to this love and affection. They behave well and develop confidence and self-esteem. Children often seek the childminder out for some gentle reassurance, yet they are inquisitive to explore independently while the childminder remains nearby. Children are happy, content and settled in this home-from-home setting.

When faced with challenge or difficulties, children demonstrate a wonderful can-do attitude. They learn how to use tools, such as scissors, as they play with dough. Children persevere and try to figure out how to coordinate movement to make the scissors work. After determination and endurance children succeed to use scissors successfully. This positivity and resilience prepares children well for their future learning. Activities are often linked to children's interests. This helps to ensure children remain enthused and excited about their learning. To illustrate, children enjoy playing with dolls and develop their ideas through imaginative play. The childminder is actively involved in children's games. She plays alongside children, extending their learning through her subtle interactions and suggestions. Children enjoy the childminder's company and feel valued and respected as they benefit from her undivided attention.

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

- The childminder creates a safe and secure environment for children to play and learn. The home is immaculately clean and very well organised. Children explore a wealth of age-appropriate toys and learning materials. As such, children are happy, content, safe and make good all-round progress.
- The childminder is very experienced and has worked with young children for many years. She remains dedicated and ambitious to provide the best opportunities for the families and children in her care. The childminder's experience and drive is at the fore of her good quality practice.
- The childminder provides a varied curriculum and broad programme of learning. Children enjoy activities, both in the childminder's home and frequent outings in the local community. For instance, exciting trips to the local library, playgroups and parks help to extend children's rich learning experiences.
- When children are ready to move on to school or an alternative setting the childminder shares her knowledge with new teachers. This effective information sharing helps to ensure children make a seamless transition to the next stage in their learning.
- Children are confident communicators. The childminder asks questions, listens to

children's comments and talks to children as they play. She helps children to learn new words as she describes what she sees. For instance, children talk about a helicopter they see through the window, extending their vocabulary as they chat. Younger children babble and older children begin to develop conversational skills. Children's communication skills are very well supported.

- The childminder knows children well. She continually observes them and assesses what children can do through their everyday play. The childminder uses this knowledge to provide personalised teaching. She targets her interactions to help children build on their current knowledge. Children are very well supported in their learning.
- The childminder invests time building positive relationships with parents. This helps to ensure children receive complementary care between home and the setting. However, the childminder does not often share practical ideas to encourage parents to continue children's learning at home.
- Children remain continually busy and have fun as they play with a wide range of toys. However, sometimes children move from one activity to another quickly. Distractions, occasionally, prevent children from achieving deep concentration and focus.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has recently completed safeguarding training to refresh her knowledge on this important topic. Furthermore, she regularly reads correspondence from the local authority relating to child protection guidelines. The childminder knows how to keep children safe. For instance, she knows who to contact if she has concerns a child may be at risk from harm. The childminder follows robust hygiene procedures. For example, handwashing at snack time and during toileting procedures is good to minimise the risk of cross contamination of germs. The childminder takes simple and effective steps to minimise hazards in her home. For instance, children are always closely supervised when navigating steps in the childminder's garden.

What does the setting need to do to improve?

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

- share more practical ideas for activities with parents to encourage them to support their children's learning at home and help children make even better progress
- extend opportunities for children to achieve deep focus and concentration during play without distraction and interruption.

Setting details

Unique reference number	304311
Local authority	Cheshire West and Chester
Inspection number	10279823
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 2
Total number of places	6
Number of children on roll	3
Date of previous inspection	2 August 2017

Information about this early years setting

The childminder registered in 1993 and lives in Northwich, Cheshire. She operates all year round, from 8am to 5.30pm, Monday, Tuesday and Thursday, except for bank holidays and family holidays.

Information about this inspection

Inspector

Michelle Jacques

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 childminder.
- The childminder and inspector completed a learning walk together. They discussed the curriculum and how the childminder plans for children's learning.
- The inspector reviewed written comments from parents and took account of their views.
- The inspector observed the quality of education and assessed the impact the curriculum has on children's learning and development.
- The childminder provided the inspector with key documentation on request.
- The inspector observed interactions between the childminder and children. A joint observation was completed and the impact of teaching discussed with the childminder.

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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