

Childminder report

Inspection date: 28 November 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

The childminder creates a harmonious atmosphere where children feel safe and secure. Her ethos of 'My house is a kind house', resonates throughout the environment. Children arrive happily and play and explore with confidence. The childminder supports children's transition into her setting well. For example, at the beginning she provides a personalised blanket for each child. This helps them to feel a strong sense of belonging from the start.

The relationships between the childminder and children are based on mutual respect. Children follow the house rules as the childminder sets high expectations. The close and caring bonds help children to learn to be considerate and kind. Children develop an empathetic approach. For example, they collect toys and food for children and families who are not as advantaged than themselves.

The childminder uses children's interests when planning. For example, she provides toys that reflect a favourite cartoon character. As a result, children have positive attitudes towards their learning. Overall, the curriculum is helping children to make good progress and learn new knowledge and skills. The childminder helps to prepare children for future reading. Children develop a keen interest in books and ask for favourite stories. They develop writing skills. Younger children handle tools with precision as they make marks during a Christmas craft activity. Older children draw recognisable features, including glasses, as the childminder encourages them to draw a picture of their parents.

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

- The childminder prides herself on how she encourages children's positive behaviour. She teaches them to learn appropriate rules and boundaries. Children put the toilet seat down, wash their hands and walk sensibly down the staircase after using the bathroom. Children cover their mouths when they cough. The childminder encourages the use of good manners. Children are frequently observed saying please and thank you. Children's behaviour is exemplary.
- Parents speak positively about the childminder. She is highly recommended within the community and is seen as a 'source of advice'. Parents say the childminder is known for 'going the extra mile'. For example, she provides free drop-in sessions at the community centre for families to come and play. The childminder keeps parents updated on the array of outings that she provides for children. Parents are provided with activities to do at home. This involves them in their children's learning and development.
- The childminder does not focus the curriculum precisely enough on developing the skills and knowledge that children need to learn next. She plans activities without fully considering what children will learn from these. For example, the

childminder provides sticking activities and children make Christmas decorations and cards. However, the activity is not adapted to take account of the different age and stage of the children who participate. As a result, a lot of the learning is incidental. Children have a great time which is evident by their enthusiasm and smiles, but they are not always helped to make the very best progress possible.

- Self-evaluation is prioritised. The experienced childminder maintains her mandatory training. She also seeks additional information to continue to improve her practice. For example, she identified training to help to support children's emotional well-being. The childminder's insight and intuition means she is able to support all children to be emotionally healthy and confident.
- Children understand the importance of adopting healthy lifestyles. The childminder makes sure that children brush their teeth at her setting, and they develop good oral hygiene. The childminder involves children in the preparation of wholesome meals. She teaches children about the positive effects that healthy food has on the body. Older children delight in showing the inspector their 'sparkly eyes' after they have eaten tomato and cucumber.
- The childminder has not established effective relationships with other settings that children attend. Some information is shared via parents, however, this mainly focuses on children's care needs. This limits the childminder's ability to exchange detailed information to complement children's learning and progress.
- The childminder asks children what they would like to do, and she joins in as they play and have fun. Children are valued and the organisation of the environment allows them to make some independent choices. Young children enjoy placing small sticky backed items on a wall mounted Christmas tree. They develop their small finger muscles as they pick up the decorations and delight when they stick to the branches.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has completed child protection training. She knows what to do to protect children's safety and welfare. The childminder uses an electrical device to play songs for young children. However, this is not used when older children are present as she has identified that they know how to request information. This helps to keep children safe from any inappropriate online communication. The childminder assesses any possible risks and takes steps to minimise these. For example, she uses a safety gate to prevent unsupervised access to upstairs. Children are becoming aware of how to keep themselves safe. For example, the childminder teaches them about road safety when out in the community.

What does the setting need to do to improve?

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

- refine the curriculum intent to focus even more closely on what children need to learn right now
- strengthen partnership with other settings to provide more consistency in supporting children's learning.

Setting details

Unique reference number	304384
Local authority	Cheshire East
Inspection number	10289524
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 10
Total number of places	6
Number of children on roll	9
Date of previous inspection	28 November 2017

Information about this early years setting

The childminder registered in 1994 and lives in Cranage, just outside Holmes Chapel, Cheshire. She operates all year round, from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays.

Information about this inspection

Inspector

Layla Davies

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 setting.
- The quality of education was observed and the inspector assessed the impact this has on children's learning.
- The inspector viewed the premises and discussed the intent of the curriculum during a learning walk.
- The childminder and the inspector evaluated an activity together.
- Relevant documentation was checked and discussed, such as training certificates. The inspector reviewed the childminder's self-evaluation and checked evidence of her suitability and the suitability of her household members.
- Children were spoken to when appropriate.
- The childminder and the inspector held ongoing discussions throughout the inspection.
- The inspector held discussions with parents.

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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