

Childminder report

Inspection date: 13 March 2020

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	Outstanding
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What is it like to attend this early years setting?

The provision is good

The childminder organises an exciting environment indoors and outside. She provides a range of toys and offers interesting play areas for children to explore and learn. For example, children play with awe and wonder in an exciting, purpose-built playhouse in the garden. They eagerly climb and swing on large climbing and slide equipment, extending their good physical strength and coordination. Children develop their knowledge of nature and the wider world as they hunt for spiders in the garden. They remain curious and enthused, supported by an exciting and enjoyable learning environment.

Children show that they feel safe and secure. For example, they behave well and frequently giggle and laugh as they play. Children are confident to play with others and develop good social skills and friendships. The childminder is a good role model. She watches children and sensitively joins in with their games. She suggests ideas to extend learning, and her support and participation have a direct impact on children's knowledge and skills. For example, young children are encouraged to count as they build a tower. They successfully count up to nine, with some support, developing their mathematical skills during a largely physical task. Children have fun and make good all-round progress.

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

- This is a truly inclusive setting. The childminder has adapted the environment significantly to help to ensure that all children can access the setting. For instance, the front door of the property has been widened to ensure that wheelchair access is permitted. Ramps are in place throughout the property and garden steps have been removed to promote mobility for everyone. The childminder shows a remarkable attitude towards inclusion and all children are welcome and supported in this setting.
- The childminder is ambitious and has a clear vision to continue with her ongoing professional development. She completes a broad array of ongoing training and seeks advice and support from online groups. She is proactive to develop her already good skills even further.
- The childminder provides a relaxed, friendly and home-from-home setting. Children are happy and enjoy their time spent with the childminder. Parents comment that the childminder is very friendly and nurturing towards the children and families she supports. For example, they refer to the childminder as their children's 'second mum'. Partnerships with parents are secure and children are content and happy in this warm and welcoming setting.
- Children enjoy plenty of opportunities to take safe and supervised risks. For example, they climb and balance on high frames in the childminder's garden. They are closely supervised, and a soft floor covering is in place to ensure

children are not at risk from harm. Children climb with increasing confidence and enjoy this challenging task. Taking appropriate risks in play helps to extend children's resilience, self-esteem and sense of self-worth.

- The childminder knows what children like to do and what interests them. She weaves their preferences into play to help to enthuse children in their learning. For example, children show an interest in books. The childminder immediately responds to this and provides a range of fact and fiction books. She reads out loud to children and uses illustrations to engage babies. Children of all ages enjoy reading and develop a positive attitude towards literacy.
- The childminder talks to children continuously. She listens carefully to them and is respectful in her interactions. She repeats words clearly to embed good pronunciation and speaking skills. This is a language-rich environment. Babies and older children develop language skills appropriate for their ages.
- Children remain continually busy and make good progress. However, sometimes, the childminder does not support babies to practise their emerging physical skills at every opportunity. For example, toys are close by babies, although they are not always encouraged to stretch, roll or stand to reach toys that interest them.
- Children complete some tasks for themselves. For instance, they put their coats on prior to going outside, showing confident self-care skills. However, the childminder does not fully support the youngest children to self-select toys and be fully independent in their play.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good knowledge of her child protection responsibilities. She knows about key safeguarding issues, including wider child protection concerns. She has recently completed safeguarding training to ensure her knowledge is fresh and up to date, and she knows the local guidelines to follow if a concern is identified. The childminder gives children's safety her paramount attention. Risk assessments are undertaken continually and she responds to changes in the environment as these arise. For example, the childminder quickly removes small items from a toy brick box to minimise the risk of choking for babies and young children. Children play in a safe environment.

What does the setting need to do to improve?

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

- help babies make more rapid progress in their physical development and provide even more opportunities for them to practise rolling and standing as they play
- provide even more opportunities for young children to play independently and direct their own learning.

Setting details

Unique reference number	304586
Local authority	Cheshire East
Inspection number	10128951
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 7
Total number of places	6
Number of children on roll	7
Date of previous inspection	19 April 2016

Information about this early years setting

The childminder registered in 1997 and lives in Macclesfield, Cheshire. She operates all year round, Monday to Friday from 8am to 6pm, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 6.

Information about this inspection

Inspector

Michelle Jacques

Inspection activities

- The inspector viewed all the areas of the childminder's home. The safety measures in place and organisation of the environment were considered by the inspector.
- Activities and teaching were observed by the inspector. The impact these have on children's learning was considered.
- The inspector spoke to parents during the inspection and took account of their views and comments.
- A range of documentation was sampled by the inspector including evidence of suitability checks for adults living in the registered property.
- The inspector spoke to the childminder and discussed the programme of learning she provides and how she meets children's individual needs.

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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