

Childminder report

Inspection date: 31 August 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	Outstanding
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What is it like to attend this early years setting?

The provision is good

The friendly childminder provides a welcoming and happy environment for children. She has high expectations of all children. There is a strong focus on learning new words through sharing stories, and the children gain a love of books from a young age. They handle books with care and help retell their favourite stories. They make marks in the soil with animal figures as they repeat lines from the story. Children establish positive relationships with the childminder and each other. They feel safe and secure, and thoroughly enjoy spending time here.

Overall, children's behaviour is good. They independently choose what they want to play with from a vast selection of resources. They confidently express their needs and preferences. Children help to look after a range of plants in the garden. They pick their own blackberries for snack. These opportunities help children to learn more about the world around them. The childminder teaches children about the language of feelings from an early age. Children talk about how they are feeling. They look in mirrors and practise different facial expressions to represent their different emotions. When they are feeling sad, the childminder encourages children to think of ways to make them feel better. This helps children learn how to express their emotions appropriately.

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

- Overall, children play well together, sharing the toys and resources. On occasion when a dispute occurs, the childminder encourages children to think about the feelings of others. However, at times, children do not know what is expected of them. For example, children watch the childminder tidy up without helping during tidy-up time. At snack time, children are asked to sit down after washing hands but they then begin playing with toys. The childminder does not always make her expectations for their participation clear.
- Children are developing an awareness of the importance of leading a healthy lifestyle. They enjoy their social mealtimes. Children eat a range of fresh fruit and vegetables. They learn about which foods are good for their bodies and why. Children have daily opportunities to take part in physical activities. They walk to and visit local amenities, such as the library and parks. Children practise balancing, skipping and catching balls in the childminder's garden. Babies cruise around the room using furniture. This helps to develop their large-muscle movements.
- The childminder focuses her professional development on raising the level of quality of her teaching. For example, she recently attended training on supporting children to regulate their emotions. The childminder has implemented strategies within her setting and shared these with parents. This helps the childminder to support and extend children's learning. The childminder has

completed all mandatory training, such as paediatric first aid to ensure her knowledge remains up to date.

- Parents are fully involved in children's learning. The childminder establishes strong relationships with parents. Successful methods, such as daily journals, are used to aid communication with parents. Parents praise the childminder for the 'great variety of activities and experiences' she provides for children.
- The childminder promotes mathematical development well. Children are encouraged to recognise colours and shapes as they play. They count out how many balls of play-dough they have made. The childminder promotes children's early reading skills well. For example, she teaches young children the correct way to hold books and how to turn pages.
- The childminder is a positive role model. Children's views are valued by the childminder. She listens attentively when they talk to her. This helps to build up children's sense of self-worth. She reminds children to listen to their peers when they are talking and to use their manners. Children are praised for being kind to others. This helps to build up their self-esteem.
- The childminder talks to older children about their upcoming move to school. However, she has not developed links with all of the schools children will attend to further support children's transition and continuity in their learning.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is aware of signs of abuse and how to report any concerns she has. She understands her duty to be vigilant about possible indicators that a child or family may be at risk of being drawn into extremist behaviours. The childminder maintains a safe environment for children. She regularly assesses risks in her home to help her to keep children safe. She teaches children about possible risks and hazards. For example, the childminder conducts regular fire evacuation procedures with children. The childminder teaches children about road safety when they go on walks in the local area. Children learn how to cross roads safely.

What does the setting need to do to improve?

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

- develop links with all of the schools that children will attend, to further support their transition to school and enhance continuity in their learning
- communicate expectations, clearly and consistently, for children's participation during routines such as tidy-up time and snack time, so that children are aware of what is expected of them.

Setting details

Unique reference number	EY224895
Local authority	Cheshire West and Chester
Inspection number	10234649
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 5
Total number of places	6
Number of children on roll	6
Date of previous inspection	18 January 2017

Information about this early years setting

The childminder registered in 2002 and lives in Boughton, Chester. She operates all year round from 7.30am to 6pm, Monday to Thursday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3.

Information about this inspection

Inspector

Olivia Barnes

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 her evaluation of the setting.
- The childminder and the inspector had a learning walk together to discuss the childminder's intentions for children's learning.
- The inspector observed the interactions between the childminder and children and evaluated the impact on children's learning.
- Parents' views were taken account of by the inspector by reading their written comments.
- The inspector held discussions with the childminder and children at appropriate times during the inspection.

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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