

Childminder report

Inspection date: 27 November 2024

Overall effectiveness	Good
------------------------------	-------------

The quality of education	Good
--------------------------	-------------

Behaviour and attitudes	Good
-------------------------	-------------

Personal development	Good
----------------------	-------------

Leadership and management	Good
---------------------------	-------------

Overall effectiveness at previous inspection	Good
--	------

What is it like to attend this early years setting?

The provision is good

The childminder provides a stimulating environment for children to learn and grow. She takes children to a variety of places that support their learning. For example, children develop their social and communication skills as they visit the library. Children experience the wider community as they take a bus into town. The childminder teaches children about nature and wildlife as they explore outdoors, including the forest and walks along the canal. Children are delighted as they spot tractors while walking and feed the ducks. On their various outings, the childminder takes the opportunity to teach children about road safety, which helps children learn to keep themselves safe.

The childminder knows children very well. She has developed a curriculum for children based on their individual needs. Songs and books form a key part of this curriculum. The childminder is skilled at turning every moment into a learning experience for children. Children make choices about how they spend their time and have access to a secure garden. The childminder diligently encourages children to use good manners, which helps children to become thoughtful and polite individuals. The childminder has caring relationships with children. She offers them comfort when they are tired or upset. The childminder quickly identifies children's needs and responds straight away. For example, when children are hungry or tired. This helps children to feel settled and secure.

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

- The childminder provides very good support for speech and language. She uses a wide range of vocabulary with children, which they readily repeat. For example, children spot starlings and blue tits in the garden and learn about amphibious vehicles. The childminder narrates everything she does and repeats key words for younger children. This helps children to gain an impressive vocabulary at a young age.
- The childminder promotes literacy well. For example, whilst walking in the community, the childminder stops at signs to allow children to spot the first letters of their names. She poses questions to children to help them to recognise new letters. This helps children to develop early reading skills.
- The childminder's curriculum for mathematics is strong. As well as providing activities with mathematics as the focus, she also embeds maths in everyday activities and children's play. For example, as children build train tracks, the childminder encourages them to count. Children learn about size and shape and develop their understanding of positional language as they fit the pieces together. This helps children to develop a strong foundation of early mathematics skills.
- Overall, activities are matched well to children's development needs. However,

on occasion, children lose interest as activities are not engaging in a way that is appropriate for their age. For example, the childminder leads an activity focusing on matching and counting farm animals and recognising numbers. While older children develop knowledge and skills, younger children lose interest. This means that children are not always fully engaged in their learning.

- The childminder encourages children to problem solve. For example, she helps children to reflect on the bird feeders they have made. The childminder asks children to think about what they will do when the seeds are all gone. After some thought, the children decide they will need to make new ones. This helps children to develop their critical thinking skills.
- The childminder has high expectations for children's independence skills. For example, she teaches children to wash their own hands. Young children show skill in putting on their own coats and boots, showing initiative as they understand what is expected of them.
- The childminder supports children to develop perseverance. For example, she encourages children to fasten the buckle on the high chair. When children become frustrated when they find it tricky, the childminder gently encourages them to keep trying. This helps children to develop resilience when they face challenges.
- Parents are very happy with the childminder's provision. They praise the tailored learning experience she offers to children. Parents value the communication they receive, which helps them to understand how they can support children's learning at home.
- The childminder shows good skills in evaluating her own practice. She identifies any gaps in her knowledge and seeks out training in these areas. For example, the childminder has taken part in training on neurodivergence. This means that her practice continually improves over time.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- develop activities that support all children's individual learning needs so that children can fully engage in their learning.

Setting details

Unique reference number	EY230769
Local authority	Cheshire West and Chester
Inspection number	10363956
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	3
Date of previous inspection	17 January 2019

Information about this early years setting

The childminder registered in 2002 and lives in Waverton, Chester. She operates all year round, from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. The childminder provides funded early education for children aged from nine months to four years.

Information about this inspection

Inspector
Amanda Richards

Inspection activities

- The childminder and inspector completed a learning walk together and discussed the early years curriculum.
- Children communicated with the inspector during the inspection.
- The inspector talked to the childminder at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Parents shared their views with the inspector.
- The inspector carried out a joint observation with the childminder.
- The childminder provided the inspector with a sample of key documentation on request.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2024