

Childminder report

Inspection date:

27 September 2023

Overall effectiveness

Good

The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous
inspection

Requires improvement

What is it like to attend this early years setting?

The provision is good

The childminder has devised an enticing and varied curriculum which focuses on children's individual needs. This helps them to engage for long lengths of time. The childminder develops a sense of awe and wonder in children, by providing interesting items for them to explore. Children beam with excitement as they investigate the inside of the 'spikey' conker shells. They are acquiring knowledge of the natural world around them.

The childminder understands the importance of guiding children's learning to build on their existing knowledge. Through carefully planned experiences, children are becoming confident and independent learners. Children ask the childminder to teach them how to do activities they struggle with instead of asking her to do them for them. Children demonstrate highly positive attitudes to learning.

Children's personal, social and emotional development is prioritised by the childminder. They are encouraged to share and take turns with their peers. When children need support with regulating their emotions, the childminder calmly talks to them to help them understand their feelings. She gives them the time and space they need to regulate themselves. Throughout the day, children are given opportunities to make decisions in their play. This helps to give children a sense of belonging.

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

- The childminder has made improvements since the last inspection. She has put a much stronger emphasis on professional development for herself and her assistants. This has resulted in improvements to the quality of education that children receive.
- Children experience a language-rich environment. The childminder and her assistant engage in meaningful conversations with the children and introduce them to a range of new vocabulary. Children listen intently as the childminder's assistant explains about the leaves falling from the sycamore tree. However, the emphasis on promoting children's speaking is less well considered. Some words spoken to children are informal, such as 'doggy' and 'birdie'. This means that children are not always learning the correct pronunciation of words.
- The childminder and her assistant sequence learning well. They differentiate between the ages of the children with well-thought-out experiences and questions, to ensure that there is appropriate ambition for each child. During a play dough activity, younger children are encouraged to develop their whole-hand grasp by squashing the dough in their hands. Older children master their pincer grip as they make patterns in the dough, using natural resources. As a result, children are making good progress and are well prepared for their next

stage of learning.

- The childminder and the assistant promote children's knowledge of mathematical concepts. They model mathematical language and seamlessly introduce it into children's play. For example, children confidently categorise the large and small sticks they collect from their walk in the park. Children's understanding of mathematical concepts, such as shape and size, is developing well.
- Children develop a can-do attitude to their learning. The childminder and her assistant support children to persevere and overcome challenges. For example, after being encouraged to put on their own shoes, children proudly announce, 'I can do it!' Children develop positive attitudes to learning new skills.
- Children understand what is expected of them. The childminder and her assistant help children to understand how to manage their own behaviour and keep themselves safe. When children are going on a walk, they quickly get into pairs and hold hands ready to cross the roads. The childminder teaches children how to be respectful to others. As a result, children behave well and display exceptional manners.
- The childminder supports children to be independent. She teaches children how to put on their shoes and coat. Younger children feed themselves and are taught how to use cutlery from an early age. Children make choices about the resources they use in their play and tidy these away when they are finished. They are developing the skills they require to confidently meet their own needs and become independent learners.
- The childminder and her assistant promote healthy lifestyles. They help children to understand about healthy practices, such as handwashing and daily access to fresh air. The childminder introduces inventive ways to encourage children to drink water. For example, children cut up fruit to flavour the water. Children demonstrate that they have a good understanding of making healthy choices.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant have recently updated their safeguarding training to keep their knowledge of child protection up to date. The childminder carries out regular risk assessments for outings to help minimise the risk of harm to children. Additionally, the childminder and her assistants are trained in paediatric first aid. This ensures that there is always someone qualified and available for children in the event of an accident or emergency.

What does the setting need to do to improve?

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

- enhance the curriculum for communication and language to consistently develop children's speaking skills.

Setting details

Unique reference number	EY233508
Local authority	Cheshire East
Inspection number	10260552
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 6
Total number of places	12
Number of children on roll	26
Date of previous inspection	6 October 2022

Information about this early years setting

The childminder registered in 2003 and is located in Macclesfield, Cheshire. She operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children. She works with an assistant.

Information about this inspection

Inspector

Joanne Buckley

Inspection activities

- The inspector discussed any continued impact of the COVID-19 pandemic with the childminder and has taken that into account in their evaluation of the setting.
- The childminder showed the inspector the premises and discussed how she ensures that they are safe and suitable.
- The childminder spoke to the inspector about how she organises her early years provision, including the aims and rationale for her curriculum.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- The inspector spoke to children to find out about their time at the setting.
- The inspector talked to the childminder and her assistant 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 on children's learning.
- The inspector observed the interactions between the childminder and the children.
- The inspector carried out joint observations of group activities with the childminder.
- Parents shared their views of the setting with the inspector.
- 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.

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