

Childminder report

Inspection date: 4 June 2024

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 calm and knowledgeable childminder wants to support children to make good progress while at the setting. He builds secure and loving relationships with children. This is evident as children smile at him and clamber into his arms. They feel safe in his care. Parents comment on the nurturing support their children receive. They say the setting is 'home from home' for their children.

The childminder plans the curriculum to include times that support children's independence. He knows this will help them as they progress to school. For example, at snack time children help to set out the table with placemats, plates and cutlery. The childminder supervises this well to help keep children safe. Children become increasingly able to manage tasks for themselves and they are proud of their achievements. The childminder reminds children to use good manners. He helps them to wait their turn. For example, as children count out breadsticks onto their plate the childminder reassures other children that they will all have a turn. He encourages children to consider sharing the food with their friends. As a result, children show good manners saying please and thank you. They show patience and consideration for their friends. Children's behaviour is good. The childminder offers children learning opportunities where they thrive while having fun.

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

- The childminder interacts well with children during play. For example, he demonstrates to children how to join construction pieces together. He supports them to think, consider and experiment as they build. For example, children try different ways to fix toys together. They remain positive as they persevere at a task.
- The childminder supports children's physical development well. He knows the importance of building core strength. The childminder encourages children to stand whilst they play and to sit on chairs to eat. In addition, he helps children to be physically active during the day. For example, children have a tremendous time chasing bubbles, reaching and stretching to catch them. Children build their large muscles and core strength.
- The childminder uses observations of children to assess their current development. This helps him to provide and adapt activities to meet the different abilities of children. For example, the childminder helps younger children to make marks with chalk on chalkboards. Older children develop control and precision using a pencil and clipboard. As a result, the curriculum builds on children's current abilities. Children make good progress.
- Partnership working is strong. Where the childminder notes gaps in learning he offers support and works with other agencies where needed. For example, he

follows the guidance of speech and language therapists to support identified children in making progress with their speech and communication. Children benefit from a consistent approach and gaps in learning reduce.

- During the day the childminder offers children times when they can choose activities and times when activities are planned and led by adults. However, the childminder does not plan all parts of the day with the same precision. For example, sometimes, during free play and at transition time, such as preparing to go outside, children lose interest. They lie on the floor or wander round without purpose. On these occasions, children are less engaged in learning.
- The childminder provides children with experiences to explore nature. For example, he helps children to grow fruit such as berries. In addition, the childminder talks to children about foods that are good for their health. Children begin to develop a knowledge of healthy lifestyles.
- Hygiene routines are consistently good. The childminder encourages children with a song as they wash their hands. They know to wash the fronts and backs of their hands and between their fingers. Children know they wash their hands before they eat and after using the toilet. They develop good hygiene routines.
- Children benefit from regular outings. For example, the childminder takes children to parks and toddler groups. This helps children to build their confidence in new environments. In addition, the childminder helps children to learn about safety when they are outside. For example, children use a car seat and they hold an adults hand near busy roads. Children start to consider ways to keep themselves safe.
- The childminder maintains all his mandatory training. For example, paediatric first aid. This helps to keep children safe. In addition, he uses knowledge gained from forums to evaluate his practise and provision. For example, he has adapted his curriculum to focus more closely on children's next steps. As a result, children's learning is targeted.

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:

- plan all parts of the day with the same precision, so that children are helped to remain engaged in learning.

Setting details

Unique reference number	EY264029
Local authority	Cheshire East
Inspection number	10339259
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 14
Total number of places	6
Number of children on roll	10
Date of previous inspection	6 July 2018

Information about this early years setting

The childminder registered in 2003 and is located in Macclesfield, Cheshire. He works with another registered childminder. The childminder opens Monday to Friday from 7am to 6pm, all year round, with the exception of bank holidays and family holidays. He provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Lynn Richards

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the manager and has taken that into account in their evaluation of the provider.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The childminder spoke to the inspector about children's learning and development with a particular focus on personal and social development.
- Children communicated with the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The childminder and the inspector carried out a joint observation during snack time.
- Parents shared their views of the setting with the inspector.

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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