

Childminder report

Inspection date: 11 January 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	Good
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What is it like to attend this early years setting?

The provision is good

The childminder and her assistants spark children's curiosity and thirst for learning. They provide a fun and interesting curriculum and create a busy, nurturing environment for children. The childminder, who is ably supported by her assistants, takes time getting to know the children. They listen to children and plan activities around their interests. For example, after the childminder read a story about magic shoes, the children were keen to measure the size of their feet. In response to children's interests and to support their early mathematical development, the childminder organised a trip to the shoe shop. As a result, children had their feet measured and eagerly compared the size of their feet.

The childminder has high aspirations for children's behaviour and works closely with her assistants to help children learn to take turns. Children behave well and are kind and considerate to their peers. They show compassion to their friends and eagerly celebrate their efforts with a group Mexican wave and a rousing 'whoosh!' The childminder and assistants respect children's wishes and feelings. For example, they ask children if they would like to have their nappy changed, which gives children a voice.

The childminder and assistants cultivate children's love of reading. Children learn that books can be read for pleasure or for gathering information. For example, children use books and other resources to identify the birds that come into the garden as part of the 'Big Garden Birdwatch'. Children are encouraged to be as independent as possible. For example, the childminder and assistants encourage children to put on their own coats and see to their own toileting needs. This helps to prepare children for their next stage in their learning.

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

- The childminder plans a broad curriculum that ignites children's enthusiasm for learning. However, on some occasions she is not clear on what she wants children to learn next. For example, when making bird feeders, there are no clear learning intentions for some of the children. This means learning is a little limited for some children.
- The childminder and assistants are skilled communicators, who use every opportunity to introduce new words to children. For example, as children explore shapes, they learn mathematical words, such as transparent and octagon. This also helps to extend their vocabulary. Children who are shy in speaking are provided with lots of support to help build their confidence in talking. Consequently, children become confident communicators.
- The childminder fosters children's creativity and imagination. Children delight in moulding dough to create pretend pizzas and monsters. They use various tools,

such as a potato ricer, with increasing skill. This enables children to develop the coordination and muscles that they need for early writing.

- Mathematics is firmly embedded into the daily routines. Children learn about numbers and counting through songs and rhymes. They are also introduced to concepts, such as simple addition and subtraction. For instance, children talk confidently about needing one more when they count out the plates for lunch. Ultimately, children's early mathematical skills are developing well.
- The childminder and assistants help children to care for their environment. Older children relish the opportunity to make bird feeders. They work together to decide where to place these in the garden. Children also know to use the recycling bins in the playroom. This enables children to develop an awareness of sustainability and caring for the world around them.
- Children learn about good hygiene practice through well-established daily routines. They understand the importance of washing their hands before meals. Children talk about the benefits of eating healthy foods and drinking water to remain hydrated. Furthermore, the childminder initiates regular discussions about the importance of good oral health. This helps children to stay fit and well.
- The childminder works collaboratively with parents and professionals. They ensure that any adaptations that are required for children with special educational needs and/or disabilities are implemented. This means that children do not miss out on valuable learning opportunities that support all areas of the development.
- Effective relationships with parents have a positive impact on children's learning and development. The childminder shares ideas with parents, such as how to forage for natural resources. This helps to extend children's learning at home as they gain a greater awareness of the wider world.
- Learning opportunities are generally planned well. However, some group activities, such as circle time, are not always sufficiently adapted to meet the youngest children's needs. On occasion, this results in children losing interest and wandering away, which interrupts their learning.

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:

- strengthen the curriculum to help consistently build on what children know and can do
- improve the organisation of group activities so that the youngest children's learning needs are consistently met.

Setting details

Unique reference number	EY264327
Local authority	Cheshire West and Chester
Inspection number	10318150
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 10
Total number of places	12
Number of children on roll	15
Date of previous inspection	18 March 2019

Information about this early years setting

The childminder registered in 2003 and lives in Elton, Chester. She operates all year round from 7.30am to 6.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate early years qualification at level 4. She works with two assistants. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Chris Scully

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 their evaluation of the childminder.
- The childminder and inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- The inspector spoke with the childminder's two assistants and took account of their views.
- Children spoke to/communicated with the inspector during the visit.
- The inspector observed the quality of education provided and assessed the impact this was having on children's learning.
- The inspector carried out a joint observation on a creative activity with the childminder.
- The inspector read the written testimonies of parents and took account of their views.
- The childminder provided the inspector with a sample of key documents 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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