

Childminder report

Inspection date: 10 October 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	Good
--	------

What is it like to attend this early years setting?

The provision is good

The childminder and her assistant create a welcoming environment. Children are happy and enjoy spending time here. They have established positive relationships with the childminder, her assistant and their peers. Children settle quickly into the routine of the setting. They demonstrate that they feel safe and secure.

Children benefit from an abundance of outings. For example, they go to the aquarium, zoo, local woodlands and parks. The provider plans lots of opportunities for children to go on public transport to Liverpool. These trips help children learn about the world around them. Children enjoy taking part in a range of sensory experiences. For example, they explore how different textures feel on their feet as they step into sensory trays. The childminder's reassuring and calm manner helps children gain confidence with new activities.

The childminder has high expectations of all children. For example, children learn to take turns from a young age. Children's behaviour is good. They are fully engaged in their play as they wash dolls in the water tray. Children learn how to help to take care of the childminder's pet dog and guinea pigs. They learn how to handle the guinea pigs gently. Children gain positive attitudes to learning.

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

- The childminder creates a broad and balanced curriculum. She recognises the experiences children arrive at her setting with and without. The childminder and her assistant have a good knowledge of where children are in their development. They plan activities that target the next steps in children's learning. Children make good levels of progress in their development.
- The childminder plans activities that promote children's growing independence. For example, toddlers try to take their own shoes off. They confidently feed themselves. Toddlers access the resources independently. These opportunities help children gain resilience and encourage them to have a go themselves.
- Children have opportunities to learn about growth. For example, children help to plant herbs in the childminder's garden. They plant seeds and observe the different parts of the plant as they grow. Children gain first-hand experiences of watching tadpoles turn into frogs. These activities help children learn about the life cycles of plants and animals.
- Children behave well. The childminder and her assistant are positive role models. They provide children with clear instructions. Young children learn how to keep themselves safe. For example, they know to sit down when they get to the top of the childminder's slide.
- Children learn about diversity. They celebrate a range of festivals. The childminder takes the children to play sessions in the local community so that

they can socialise with other children. This helps children to learn about similarities and differences between themselves and others.

- Children are supported to develop their speech and language well. They freely choose books that they would like the childminder to read to them. Toddlers learn to turn pages carefully as they share books together. They join in with singing nursery rhymes in their 'What's in the bag?' session. This helps children to make progress with their communication skills.
- Children's physical development is promoted well. Children have copious opportunities to climb and balance at local parks. Toddlers push prams around the garden. They learn to run, jump and roll at their weekly gymnastics class. These experiences help children gain a love of outdoor spaces and enhance their physical development.
- The childminder and her assistant keep their mandatory training up to date. They access online training courses to enhance their knowledge and skills. However, the childminder does not always effectively evaluate her practice and provision to identify strengths and weaknesses to continuously improve the quality of learning experiences for children.
- Parents are complimentary about the service the childminder provides. The childminder keeps parents updated about children's development. However, the childminder has not forged links with other settings children attend. She does not share information about children's learning with other settings they attend, to provide further continuity in their development.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant understand their responsibilities for safeguarding children. They are aware of the potential signs and symptoms of abuse. The childminder knows the local referral procedures to follow if they have a concern about a child. She understands her duty to be vigilant to possible indicators that a child or family may be at risk of being drawn into extremist behaviours. The childminder attends regular safeguarding courses and she accesses online training to keep her knowledge continuously updated. She teaches children about road safety when they go out on trips. 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:

- improve systems for evaluating practice and the provision to help raise the quality of the learning experiences available for children
- develop links with other settings children attend and share information about children's development to provide continuity in children's learning.

Setting details

Unique reference number	EY266867
Local authority	Cheshire West and Chester
Inspection number	10305595
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	0 to 12
Total number of places	6
Number of children on roll	14
Date of previous inspection	27 February 2018

Information about this early years setting

The childminder registered in 2004 and lives in Ellesmere Port, Merseyside. She works with assistants on a part-time basis. The childminder operates all year round from 7.30am until 6pm, Monday, Tuesday, Thursday and Friday, except for bank holidays and family holidays. She holds a relevant childcare 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 their evaluation of the setting.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- Parents shared their views on 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.

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 2023