

Childminder report

Inspection date: 4 July 2022

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

Children have developed strong relationships with the childminder, who is nurturing in her approach. Children continually demonstrate that they feel happy, safe and secure. The childminder praises children for their efforts and celebrates their achievements. Children's artwork is proudly displayed; this helps to develop children's self-esteem and sense of belonging. Children respond well to the childminder's generally high expectations of them. They are learning to share and to take turns. The childminder gives gentle encouragement and clear and consistent reminders of good behaviour. Children happily explore independently and make choices about what they wish to play with. They engage well in their chosen activities and mostly play harmoniously together.

The childminder is aware that the COVID-19 pandemic has limited the opportunities available for children to help develop their social skills. Therefore, she regularly takes children to local parks and toddler groups, and story time at the library. This helps to ensure that children have frequent opportunities to mix with other children and develop their confidence in larger groups. The childminder uses these experiences to help children develop an understanding of the community in which they live.

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

- The childminder provides children with a curriculum which follows their interests and builds on what they already know and can do. She uses assessment effectively to identify what children need to learn next. As a result, children are highly motivated and consistently demonstrate positive attitudes to learning.
- The childminder supports children's communication and language skills effectively. She narrates children's play; this helps to give meaning to children's actions and ensures they hear a variety of vocabulary. The childminder reads enthusiastically when sharing stories and introduces new vocabulary. For example, children learn the language to describe their emotions as they listen to a story about feelings. As a result, children are confident in their communication.
- Children have opportunities to develop their physical skills. The childminder creates opportunities for children to crawl, balance and climb in the garden. She encourages children to develop their small-muscle skills by screwing on lids and placing small objects into bottles. Children enjoy healthy and nutritious meals and snacks. They develop a good awareness of being physically healthy.
- The childminder supports children with their self-care needs, for example when using the bathroom. However, children do not wash their hands independently as the childminder fills up a bowl for children to wash hands in at specific times of the day. This means that children are not always supported to independently develop their self-care skills.

- The childminder regularly accesses training to improve her knowledge and skills. She works closely with a network of local childminders. Children enjoy accessing larger groups of children to interact with and have made strong friendships. Together they attend groups, go on outings and visit local parks. These experiences help children to develop their social skills and self-confidence.
- The childminder is a good role model. She reminds children to use good manners and supports them to understand boundaries, such as not jumping off the step in the garden as they could fall. Older children play well together. They engage others in their play and share ideas. However, when dealing with conflicts, the childminder does not have the same high expectations of all children. She sometimes misses key opportunities to support younger children's understanding of how their behaviour can affect others.
- Partnerships with parents are strong. Parents' comments are extremely complimentary. They describe how they are 'fortunate to have the childminder' and how 'she feels like part of the family'. Parents say how much their children enjoy attending. They comment on the progress their children have made, particularly in the development of their social skills. Parents feel very well informed about their children's progress and how they can support learning at home.

Safeguarding

The arrangements for safeguarding are effective.

The childminder fully understands her role in relation to keeping children safe. She regularly updates her knowledge by accessing training. The childminder can describe the signs that might indicate a child is at risk of harm. She knows how to access support should she have any concerns about a child. The childminder understands the process to follow should there be an allegation made about someone that lives in the household. She is vigilant in her supervision of children and makes sure the learning environment is safe and secure. The childminder encourages children to help identify risks in the environment. This helps children understand how to keep themselves safe.

What does the setting need to do to improve?

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

- support young children to understand how their behaviour can affect others, to help them to manage their feelings effectively
- consider how daily routines can be enhanced to support children's independence and progress even further.

Setting details

Unique reference number	EY269499
Local authority	Cheshire West and Chester
Inspection number	10129034
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 11
Total number of places	6
Number of children on roll	10
Date of previous inspection	26 January 2016

Information about this early years setting

The childminder registered in 2004. She lives in Little Sutton, Ellesmere Port. The childminder provides care all year round, from 8am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate early years qualification at level 3.

Information about this inspection

Inspector

Deborah Magee

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 provider and has taken that into account in their evaluation of the childminder.
- The childminder showed the inspector the premises and discussed how they ensure they are safe and suitable.
- 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 and carers shared their views of the provision with the inspector.
- Children spoke to the inspector during the inspection.
- The childminder provided the inspector with a range of 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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