

Childminder report

Inspection date: 14 February 2023

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

Children blossom in this nurturing, welcoming environment. They make close emotional attachments with the childminder, which supports them to separate from parents happily. They receive plenty of reassurance and cuddles throughout the day. This helps them to develop high levels of self-esteem and feel secure.

Children develop independence from a very young age. For example, babies crawl eagerly to the toys they wish to play with. They are excited to explore the interactive toys and squeal with delight when they make them play tunes. The childminder plays alongside the children, enhancing their learning. For example, she counts out aloud '1,2,3' as children bang blocks together, enjoying the noise the blocks are making. This helps develop their mathematical learning and their hand-to-eye coordination.

The childminder fosters a love of reading. She reads to children regularly, using her voice well to engage them and create awe and wonder. They listen to the story with intent, helping them to develop their listening and attention skills. Children show positive attitudes to their learning because the childminder consistently gives praise and encouragement to them. The childminder has high expectations of behaviour and manners, as she models words such as 'please' and 'thank you'. Children make good progress and are well prepared for their next stage in learning.

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

- The childminder has a good understanding of how children learn and develop. She uses the information gathered from parents and her own assessments to plan the curriculum. Overall, the childminder uses children's individual interests well to enhance their learning. However, on occasion, the childminder does not respond to children's learning preferences or signs of interest in play, to further embed or extend children's learning.
- The childminder takes advantage of the local surrounding environment to provide rich experiences for children. They are able to explore in the local forest, collecting leaves and twigs, enjoy feeding the ducks at the canal and play in the park. These experiences help the children to develop knowledge and understanding of the world around them.
- Culture and diversity is promoted in the setting. Children learn about similarities, differences, culture and diversity through activities such as food tasting, craft activities and stories. They discuss and celebrate different religious festivals to ensure they develop a knowledge and understanding of the people within their families, community and the world.
- In the main, the childminder supports children in their communication skills very well. She talks to children as they play, modelling the correct vocabulary and

introducing new words. However, the childminder does not always effectively respond to children's clear interest in musical toys and enjoyment of songs and rhymes, to support their development of communication and language even further.

- Healthy eating is a high priority. Throughout the day, the childminder provides children with healthy snacks, such as bananas, and meals containing vegetables for their tea. She teaches children about the benefits of healthy eating and regular exercise. They enjoy discussing the food groups as they refer to a healthy eating poster.
- Parent partnership working is a strength. Information is shared on a daily basis between home and the childminder which supports children's learning. This ensures children make good progress. Parents report their children's faces 'light up' in a morning when they see the childminder. They share that they feel the childminder is 'open, honest and transparent' and she has a 'calm, caring way of teaching'. Parents do not report any concerns.
- The childminder develops good routines for the children. She responds to children's needs in a very calm nurturing way. For example, she recognises when children are tired, feeling shy or hungry and responds appropriately. She strokes and soothes young children as they settle down to sleep. This supports children to feel settled, secure and enables them to drift off to sleep peacefully.

Safeguarding

The arrangements for safeguarding are effective.

The childminder demonstrates a good knowledge and understanding of child protection procedures. She ensures she completes all mandatory training, including first aid. The childminder is aware of the possible signs and symptoms that indicate a child may be at risk of harm or abuse. She knows the local procedures she must follow to report any child protection concerns. The childminder keeps all required documents well organised and maintained. This ensures that her records are up to date and help keep children safe. The childminder consistently checks her indoor and outdoor environment, including when she is on outings, to make sure it is safe for children.

What does the setting need to do to improve?

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

- respond to children's preferred learning styles and interests that further extend children's learning.

Setting details

Unique reference number	EY278123
Local authority	Cheshire West and Chester
Inspection number	10276308
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 11
Total number of places	6
Number of children on roll	6
Date of previous inspection	11 July 2017

Information about this early years setting

The childminder registered in 2004 and lives in Winsford, Cheshire. She operates all year round from 7am until 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a foundation degree in Early Years. She is in receipt of funding to provide free early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Yvonne Glaister

Inspection activities

- This was the first routine inspection the childminder has 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 the inspector discussed her intentions for children's learning and how this was implemented.
- Discussions were held with the childminder at appropriate times throughout the inspection.
- The inspector observed the quality of teaching and jointly evaluated the impact this had on children's learning with the childminder.
- The inspector took account of parent views, which had been gathered in the form of questionnaires.
- The inspector reviewed all relevant documentation, including the suitability of the childminder.

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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