

Childminder report

Inspection date: 3 November 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	Good
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What is it like to attend this early years setting?

The provision is good

Children settle well at this homely and welcoming setting. They jump up and down in excitement as they see their friends arriving; children make good friendships with their peers. Children choose their own activities. They pull toy frogs and a pretend wooden log from the rhyme bag and have a wonderful time as they sing, 'Five Little Speckled Frogs.' They carefully count the frogs and they remember the words of the song well. Children are developing counting and recall skills. There are many resources, both indoors and outside and the childminder has a good knowledge of what activities will help each child develop. She wants each child to achieve and they make progress in their learning.

The children know the daily routine well and can predict what happens next. For example, they know to go and wash their hands before snack time. They discuss that their hands smell of soap and that this 'helps keep the germs away.' Children are learning good hygiene practices. Younger children crawl around exploring and older children show care, offering toys and smiling at the babies. They are encouraged by the sensitive childminder, who models good behaviour consistently. Children generally behave well and they respond well to requests. They have close bonds with the kind childminder; this is evident as they crawl into her arms for a cuddle, or plop onto her knee for a story. Children are safe and well cared for.

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

- Parents are incredibly happy with their children's care. They comment positively on the childminder's flexible and caring approach and her consideration for the routines they have at home. Parents say children chatter happily at home about their activities and friends. Parents value the support they receive, for example with toilet training and sleep patterns. Children have consistency between home and the childminder's home and this helps them to feel secure.
- The childminder keeps up to date with her professional development with training and discussions with other childminders. Recently, the childminder attended training to support children's language development and has adapted her teaching to include new learning. Children learn sounds and new words as they develop their communication skills.
- The childminder observes each child at play and sets appropriate targets for their learning. Parents comment on the progress their children make and children leave the setting with skills that will help them in school. For example, they know how to follow instructions and work in small groups.
- Children are encouraged to develop self-help skills throughout the day. At snack time they use a plastic knife to cut bananas and they work hard to peel their own fruit. Children talk about healthy food making their body feel good. Children are learning about healthy lifestyles and are developing independence skills.

- Children are generally well behaved, for example, they share toys, listen well and respond to requests. However, during transitions, children lack direction. They lose focus while the childminder arranges an activity, lunch or snack. On these occasions children do not learn as well and behaviour is not as good.
- The childminder identifies any emerging concerns in development and discusses these with parents. She monitors children's progress, putting in place strategies to help and requesting additional support if required. For example, the childminder makes referrals to speech and language where language delay is identified. Early intervention helps children receive timely support and make progress.
- Children develop a love of books. Children enjoy choosing stories and they know familiar stories well. Children enjoy trips to the library. They confidently read books to themselves, recalling the story and describing what they see in the pictures. Children are developing skills that will help them when they learn to read.
- Children benefit from many trips out. They often meet up with other childminders and learn to socialise with a larger group of children. Children look forward to these outings. They talk excitedly about meeting friends at the park, the canal, nature walks and on bear hunts. Children develop confidence in new and unfamiliar environments.
- The childminder has developed a nature area in the garden. Children look after plants, grow herbs and vegetables. They have a hedgehog hotel. Children learn to care for plants and animals; they learn about changing seasons and nature.
- The childminder has established good working relationships with other professionals. For example, she communicates well with the local school and this supports smooth transitions for children.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of her roles and responsibilities to keep children safe from harm. She undertakes regular safeguarding training to keep her knowledge current. She is aware of the signs and symptoms of abuse and what to do should she be concerned about a child's welfare. The setting is safe, secure and free from hazards. The childminder observes children well to ensure play is safe. The childminder holds a current paediatric first-aid certificate.

What does the setting need to do to improve?

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

- consider children's involvement during transition times, so that children remain engaged, focused and maintain good behaviour and continuous learning.

Setting details

Unique reference number	EY293138
Local authority	Cheshire West and Chester
Inspection number	10234865
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 8
Total number of places	6
Number of children on roll	7
Date of previous inspection	28 March 2017

Information about this early years setting

The childminder registered in 2004 and lives in Boughton, Chester. She holds an appropriate childcare qualification at level 3. The childminder operates all year round, from 6.30am to 7pm, Monday to Friday, except for bank holidays and family holidays.

Information about this inspection

Inspector

Lynn Richards

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 manager and has taken that into account in their evaluation of the provider.
- The inspector observed an activity and evaluated this with the childminder.
- The inspector spoke to, and viewed the feedback from parents during the inspection.
- The inspector and the childminder conducted a learning walk and discussed how the provision is organised, including how the curriculum is planned and delivered and what children learn from this.
- The inspector observed the children, paying close attention to how effective the curriculum is for children's learning.
- The inspector viewed relevant documentation, including paediatric first aid and public liability insurance.

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

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
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