

Childminder report

Inspection date:

3 November 2023

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Overall effectiveness at previous inspection

Outstanding

What is it like to attend this early years setting?

The provision is outstanding

The childminder's thoughtful, companionable interactions help children to feel extremely settled and secure in her care. They know that their choices and ideas will be asked for and valued. Pre-school children discover water and containers on a play tray. Some unfamiliar, giant pipettes attract their interest. The childminder teaches the children how to use a pipette to collect and squirt water. Her infectious enthusiasm makes the learning fun and the activity absorbs children's deepest attention for an extended period. Everyone giggles when children find out how to make rude-sounding noises with the pipette. The childminder says, 'Well done, you don't need my help now.' Her timely words help children to recognise their own success and progress. Children become powerful, self-motivated learners.

Parents and carers praise the childminder's 'instant warmth'. They say that her enthusiasm and encouragement show in every interaction. Children and babies respond readily to the childminder's calm, positive manner. They settle in quickly and thrive in her care. Children who attend the childminder's out-of-school care, say that they make lots of friends and 'can't wait to see them again'. The childminder sensitively guides children's behaviour. She makes pre-school children feel important and grown up, when they helpfully fetch babies' drinks from the kitchen. She shows children what to do if babies encroach on their play. Children copy her. They become kind and tolerant playmates.

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

- The childminder recently reopened her early years provision. She took systematic steps to review her previous practice and to find out about changes to the requirements of the early years foundation stage. The childminder has applied her learning highly effectively. She continually checks and enhances the quality of care and education that she provides.
- The childminder's teaching demonstrates an inspiring combination of knowledge and instinct. She knows precisely what she wants children to learn and makes the most of every activity and interaction to teach it. Children, therefore, make sustained and rapid progress.
- Children settle in quickly because the childminder forms respectful, professional partnerships with families. Everyone works together to establish well-defined routines for each child's arrival. Parents and the childminder regularly remind children of the agreed sequence of actions to follow, when they arrive at the childminder's. Children, therefore, know exactly what everyone will do. This helps to promote their resilience and capacity for self-determination.
- The childminder models interesting ways to use information technology as a tool for learning. She takes a photo of the back cover of a favourite book. This shows pictures of more books by the same author. The children use the photo as a

reference point, when they search for the other stories at the library.

- Children continuously encounter well-chosen books. The childminder uses a book about the dentist as the starting point for a rich, informative conversation. Children hear and think about the words that dentists say, such as 'open wide' and 'rinse and spit'. This helps to prepare children for visiting the dentist. They make meaningful links with their tooth-cleaning routine at home and learn why this is important for their oral health.
- The childminder seamlessly incorporates mathematical concepts into every event. She cheerfully expresses her own amazement at finding the 'biggest ever' tub of butter in the fridge. The childminder helps children to count the pieces of fruit that they have chopped for snack. They count each type of fruit, then count 'how many altogether'. This builds on children's thinking about sets and subsets, that helps them to make sense of the world.
- The childminder notices and creatively promotes the things that individual children are challenged and motivated by. She helps babies to gain strength and coordination, ready to walk. Pre-school children narrate complex storylines to themselves during small-world play. The childminder listens attentively. She knows just the right moment to join in. Her skilful interventions help children to significantly extend their knowledge and thinking.
- The childminder uses every routine to promote children's deep involvement and wide-ranging learning. Children eagerly join in with preparing snack. They safely observe how heat changes the soft bread into crunchy toast. Children learn to grip knives in one way to chop bananas and in a different way to spread butter onto toast. This promotes their small-muscle development really well. Pre-school know that knives must stay out of the reach of babies.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has excellent knowledge of child protection matters. She knows the local procedures for seeking advice and reporting suspected abuse. The childminder displays, and draws school-age children's attention to, further sources of support. This helps to prevent children from feeling worried and alone. The childminder carefully models safe use of screens and the internet. She tells children that she must check whether their choice of television programme is suitable, before putting it on. The childminder's highly consistent routines and policies promote children's safety. She kindly and firmly insists that children must be seated at the table when they eat. This helps to avoid children choking. The childminder asks parents of children aged under one year old to provide their food. This helps to ensure the accurate monitoring of any emerging food allergy or intolerance.

Setting details

Unique reference number	EY299066
Local authority	Cheshire East
Inspection number	10289035
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 9
Total number of places	6
Number of children on roll	4
Date of previous inspection	9 November 2017

Information about this early years setting

The childminder registered in 2004 and lives in Sandbach. Her pre-school provision operates on Thursday and Friday all year round, from 7.30am to 5.30pm. Her out-of-school provision operates Tuesday to Friday. The childminder is eligible to provide funded early education for two-, three- and four-year-old children. She holds a qualification at level 3.

Information about this inspection

Inspector
Susan King

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 told the inspector about how she plans her curriculum. The inspector and the childminder evaluated the impact of the curriculum on children's well-being and progress.
- The inspector observed interactions between the childminder and the children. She spoke with and listened to children.
- The inspector read parents' written references about the childminder. She took account of parents' views.
- Documents used in the childminder's provision were sampled and evaluated by the inspector.

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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