

Childminder report

Inspection date: 11 May 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 enjoy playing in the outdoor area at this setting. They engage in imaginative play and have fun splashing in muddy puddles. Children learn to dress and undress themselves in wet weather clothes. This supports children's large and small movements. Children move around in different ways, such as running and negotiating steps. Consequently, children are making good progress with their physical development. Children have autonomy over their time in this setting. They tell the childminder when they are ready to go inside, or if they are hungry and ready for a snack. The childminder listens intently to children. She makes sure their needs are always met. This supports children's emotional well-being.

Children are developing positive attitudes to learning. They play with a large train track and spend time working out different ways that the trains can travel over the track. Children engage in a dough activity. They use different materials and tools to work with the dough. Children use their hands to manipulate the dough. This supports children to strengthen their small muscles in their fingers and hands in preparation for early writing activities, such as making marks for a purpose.

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

- The childminder has a clear curriculum intent in place which is ambitious. She uses her observations and assessments of children to plan next steps in their learning. These are individual to each child. The childminder has plans that support children to build on their prior learning during activities and routines. Therefore, children make good progress across their learning and development.
- The childminder plans experiences for children to engage in. These capture the children's interests. Children enjoy playing with the childminder and they often invite her into their play. For example, children play outside in a mud kitchen. They prepare 'food' in the pans and move around, as they give the food to their friends and the childminder. However, occasionally the childminder plans activities that are pitched too high for some children. Consequently, at times some children do not get fully involved.
- The childminder introduces children to different emotions and encourages them to tell her how they feel throughout the session. She supports children to learn to share and take turns by offering them solutions to conflicts. However, at times the childminder does not sequence the curriculum to fully support children to learn how to manage their own conflicts, and to start to consider how their behaviour impacts others.
- Children learn some of the different ways to keep themselves healthy. For example, through getting daily fresh air, moving their bodies and eating nutritious foods. Children take regular trips to the local community, where they attend outdoor learning activities. The childminder has good links with another

childminder. The children get to spend time with other children outside of the setting. This helps to develop children's social skills.

- The childminder supports children with special educational needs and/or disabilities well. She has measures in place to help children to make good progress with their speech and language development. The childminder models language to the children through everyday interactions and conversations with them. However, occasionally the childminder does not always have effective measures in place for helping children to communicate when they are not able to use the spoken language. Consequently, at times children cannot always fully express themselves.
- The childminder has established positive partnerships with parents. She shares key information about children's time with her on a regular basis. Parents speak highly of the childminder. They comment that their children love attending the setting.
- The childminder keeps up to date with her mandatory training courses, such as safeguarding and paediatric first aid. She also commits to her professional development and has completed several online training courses. This supports her to reflect on her practice and provision, and bring about positive change that improves the outcomes for children.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure knowledge and understanding of how to safeguard children. She is aware of the possible signs and symptoms of abuse. The childminder is aware of how to report concerns about the welfare of children. She is also aware of how to correctly report any allegations made against herself or a member of her household. The childminder carries out regular checks of the environment to ensure that it is safe for children. The childminder encourages children to manage their own risks, such as negotiating the steps outside in the rain.

What does the setting need to do to improve?

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

- strengthen the sequencing of the curriculum, with particular regard to supporting children to manage their own conflicts and learn how their behaviour impacts others
- enhance planned experiences to meet the unique needs and encourage full involvement of all children to the highest level
- improve the curriculum even further to support children with their speech and language development, considering different ways to support children to always express themselves effectively.

Setting details

Unique reference number	EY304643
Local authority	Cheshire East
Inspection number	10286170
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 3
Total number of places	6
Number of children on roll	3
Date of previous inspection	24 April 2018

Information about this early years setting

The childminder registered in 2005 and lives in Macclesfield, Cheshire. She operates from 8am to 5pm, Tuesday to Thursday during term time. The childminder provides funded early education for two-, three- and four-year-old children. The childminder holds an appropriate early years qualification at level 3.

Information about this inspection

Inspector

Suzanne Fenwick

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 provision.
- The childminder showed the inspector the premises and discussed how they ensure it is safe and suitable.
- The childminder and the inspector discussed how the childminder organises their early years provision including the aims and rationale for their early years curriculum.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector carried out joint observations of a group activity with the childminder.
- Parents shared their views of 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.

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Piccadilly Gate
Store Street
Manchester
M1 2WD

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