

Childminder report

Inspection date: 5 October 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

The childminder forms strong relationships with the children. She is kind and caring and listens to what the children have to say. Children show that they are happy and feel safe and secure in the childminder's calm and nurturing home. Children behave well and have a positive attitude to learning. The childminder supports children's behaviour by setting clear boundaries and expectations. She helps children to understand the importance of good manners and being kind to their friends. Children share resources and invite others to join their play. The childminder offers children explanations to help them to understand and regulate their own behaviour.

The childminder supports children to learn through play in an enjoyable and interesting way, across the different areas of learning. She joins in with children during activities and gives clear and simple instructions, which children happily follow. This keeps children engaged for longer periods and captures their concentration and focus. For example, children press, squeeze and roll dough and learn how to manipulate it into different shapes. Furthermore, they grip crayons and demonstrate great control as they make marks on paper. This helps to strengthen their fine motor skills and hand-eye coordination.

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

- The childminder is clear about her role and responsibilities. She is dedicated to ensuring that children are emotionally resilient and acquire skills that will support them with their future learning and when transitioning to school. The childminder meets with other childminders, shares ideas and discusses best practice. She regularly reflects on what she is doing well and makes ongoing changes that are needed for improvements. This helps the childminder to provide a high-quality service to children and families.
- The childminder understands children's individual needs well. She knows what the children can already do and how she needs to support them further. The childminder plans focused activities that will increase children's skills and future learning. Children are making good progress.
- The childminder places a great emphasis on supporting children's communication and language. She talks to children throughout all the activities and provides them with a range of new words for them to hear and repeat. However, on occasions, the childminder does not fully support children in developing their thinking skills and their early speech and language. For example, she asks questions that lead children to provide one-word answers.
- Children's independence skills are promoted well. The childminder encourages children to make choices and to carry out tasks for themselves. For instance, children take off their own socks, wash their hands and feed themselves.

Children demonstrate great perseverance, determination and eagerness to have a go.

- The childminder develops good relationships with parents right from when their children start. She gathers information that will help her to support children's emotional and care needs. Additionally, she considers parents' feelings when they leave their children for the first time. The childminder keeps parents up to date with children's progress and provides them with suggestions to further support their development at home.
- The childminder uses some effective ways to communicate with staff at other settings children also attend. For example, she uses a communication book and receives information about activities that children carry out. However, she does not have a clear understanding of sharing and receiving relevant information that will help them complement and extend children's learning further.
- Children learn the importance of leading healthy lifestyles. The childminder provides them with fruit and healthy snacks. Children benefit from fresh air and access parks where they have the space to move around. This helps to support children's physical skills and offers opportunities for them to be active.
- Children have lots of opportunities to explore the outdoors. For example, the childminder takes them on regular woodland walks and trips to local parks. This provides children with an increased awareness of the natural world around them and their local community.

Safeguarding

The arrangements for safeguarding are effective.

The childminder demonstrates a good understanding of her responsibility to ensure that children are safe from harm. She has safeguarding policies in place and demonstrates a secure knowledge of who to inform and the procedures to follow if she has any concerns. The childminder makes sure that her home is safe and secure and all potential hazards or dangers are removed. Furthermore, the childminder makes the most of opportunities to help children learn how to keep safe by assessing risks for themselves. For example, she explains the importance of them sitting on the chair correctly and encourages them to pick small toys up off the floor.

What does the setting need to do to improve?

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

- build on the already good curriculum for communication and language to further develop children's thinking skills and early speech
- establish more-effective partnerships and information-sharing with staff at other settings that children also attend, to further support children's learning and development.

Setting details

Unique reference number	EY308896
Local authority	Cheshire West and Chester
Inspection number	10301497
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 10
Total number of places	6
Number of children on roll	11
Date of previous inspection	30 January 2018

Information about this early years setting

The childminder registered in 2005 and lives in the Helsby area of Frodsham. She operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays.

Information about this inspection

Inspector

Kellie Lever

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 and the inspector had a learning walk together to discuss the childminder's intention for children's learning.
- The inspector spoke to the children at appropriate times during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The inspector observed the interactions between the childminder and the children.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector took account of parents' views about the childminder's setting.

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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