

Childminder report

Inspection date: 28 June 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	Inadequate
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What is it like to attend this early years setting?

The provision is good

The childminder has taken swift action to address the weaknesses identified at the last inspection with the support of the local authority advisor. She has completed additional training to update her skills and knowledge in keeping children safe. The childminder has developed links with external agencies and other settings that children attend. This means that children are kept safe and make good progress in their learning and development.

Children enjoy coming to the childminder's home. They show how safe and secure they feel as they hug their parents, say goodbye and go off to play. Children have access to a wide range of age-appropriate resources. They go on daily walks to explore their local area. While out on their walk, children stop and chat to the neighbours and their pets. They know where to stop to count the fallen apples, and they know that they will find sheep and chickens behind gates on their walk. Children feel a real sense of belonging in their community.

Children show that they are kind and caring. For example, when out on a walk, they carefully select blades of grass to feed the insects and animals they find along the way. Furthermore, they help their friends when one stumbles over and call to their childminder, 'be careful', as they tackle the stile in the field.

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

- The childminder knows her children well. In the main, she recognises children's stages of development and extends their learning as they play. However, the childminder does not consistently plan and sequence next steps in learning across all areas of their development.
- The childminder engages children in high-quality and meaningful conversations to extend their vocabulary. For example, young children can identify and name correctly several wildflowers and many insects. The childminder introduces new words, such as 'buttercup', 'dandelion', and 'the slithering slug'. When children blow the dandelion seeds away, they describe their flower as being lost. At lunchtime, children hold deep conversations with each other about their morning walk, and they recall their new learning. This supports children to become confident speakers with a wide range of vocabulary. Very young children have impressive language skills.
- The childminder weaves mathematics into the daily activities and routines of the setting. For example, children count the chickens in the coup and remember how many they saw last time. When building their campfire, they snap sticks and count how many pieces it has broken into. The childminder skilfully introduces other concepts, such as 'long' and 'short', and describes their pockets as being 'weighed down' due to the stones they have collected. Children are

making links in their play and the world around them, which supports them in their future learning.

- Children learn about keeping healthy. The childminder plans daily walks to build their strength and stamina in readiness for walking to school. When stopping for snack on their walk, they check that the childminder has remembered to bring the hand gel and wipes to clean their hands. After eating a healthy packed lunch, children recognise that they are tired and leave the table, saying, 'I think I am ready for bed now'. These activities support them in forming healthy habits for their futures.
- Children are developing good relationships with each other. They play well together as they initiate and lead a game of hide and seek. They follow the rules of the game and take turns to be the seeker. Children are developing their social skills and independence to support them in their next steps in learning.
- Since the last inspection, the childminder has focused well on her professional development. However, she has not focused her personal development on understanding how children learn to enhance the teaching and assessment of the curriculum, to build on what children know and can do.
- The childminder builds strong and trusting relationship with parents. Parents speak highly about their children's experiences at the setting and how these are supporting their learning and development. Parents comment on the support provided for the whole family and on the impact this has had.

Safeguarding

The arrangements for safeguarding are effective.

The childminder keeps her home safe and secure to minimise any risks to children and visitors. Children learn about keeping themselves and their environment safe. Children learn how to listen for traffic when crossing the road, to ensure their safety, and to be aware of nettles while out in the woods. The childminder has completed additional training in 'Prevent' duty to update her skills and knowledge in keeping children safe. She demonstrates a good understanding of the processes to follow if she has concerns about the well-being of a child or the conduct of an adult towards children. This promotes the safety and well-being of all children.

What does the setting need to do to improve?

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

- strengthen knowledge of areas of learning to plan a broad and balanced curriculum that builds on what children know and can do.

Setting details

Unique reference number	EY310144
Local authority	Cheshire East
Inspection number	10282101
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	2 to 11
Total number of places	6
Number of children on roll	9
Date of previous inspection	8 February 2023

Information about this early years setting

The childminder registered in 2005 and lives in Nantwich, Cheshire. She operates all year round, from 8am to 6pm, Monday to Thursday, and 3pm to 6pm on Fridays. The childminder holds a relevant childcare qualification at level 3. She provides overnight care for children if required.

Information about this inspection

Inspector
Anita Dunn

Inspection activities

- The inspector discussed any continued impact of the pandemic with the childminder and has taken that into account in their evaluation of the provider.
- 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 foundation stage curriculum.
- The childminder spoke to the inspector about children's learning and development, with a particular focus on communication and language.
- Children spoke to/communicated with the inspector during the inspection.
- 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 observed the interactions between staff/the childminder and children.
- The inspector spoke to several parents during the inspection and took account of their views.
- 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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