

Childminder report

Inspection date: 15 December 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 are happy and confident in this warm and inviting setting. They demonstrate a strong sense of belonging. The childminder is nurturing and supportive. The clean and safe environment is well-resourced, and every opportunity is used to support and extend children's learning across all areas of development.

The childminder has high expectations for children and offers a good range of age-appropriate activities to build on what they already know and can do. This helps to ensure knowledge is learned gradually and securely before moving on to the next concept. The childminder is a good role model and consistently supports children to share, take turns and use good manners. For example, when a child says 'what', she corrects to 'pardon'. The children learn and repeat this, displaying high levels of respects for themselves and each other.

Children take pride in their achievements and are eager to show visitors what they can do. Babies delight in playing musical instruments and 'babble' along to their favourite songs and rhymes. Older children show high levels of concentration as they build houses from wooden blocks. The childminder skilfully extends this to incorporate mathematical language, such as length and height. Children's thinking and problem-solving skills are developing as they work out what size and shape blocks they need to complete their buildings.

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

- Children benefit greatly from the high-quality interactions of the childminder, who speaks clearly and models good communication and language skills. The childminder skilfully differentiates activities to reflect children's ages and individual ability and provides lots of opportunities for developing their fine motor skills in preparation for early writing. For example, older children roll and shape dough into 'snakes' and use scissors to carefully cut and count the pieces. Younger children prod the dough and enjoy the sensory experience. This helps children to feel valued and builds their confidence and self-esteem.
- The childminder promotes healthy eating and the importance of good oral health. Children talk about visiting the dentist and choose their own snacks from a selection of fruits, talking about how they are 'healthy foods'. Children are given gentle and consistent reminders to wash their hands and dry them properly. They are learning to manage their own personal needs and are becoming increasingly independent.
- The childminder is skilful in teaching mathematics. She provides various opportunities for children to count, measure and compare. Children show intense concentration and perseverance as they use tweezers to select, count

and sort coloured bears, recalling confidently the mathematical language they have already learned. However, children are not always given enough opportunity to choose their own resources and express their own ideas and creativity, as this is sometimes planned and provided for them.

- Children have lots of opportunities to increase their social interactions and develop their physical health. They eagerly await their visits to the local shops, soft-play centre and library, and delight in opportunities to visit the play centre to see their favourite animals. They also benefit from walks in the local community and weekly group sessions with other childminders. This helps children to develop confidence and a growing understanding of the world around them.
- The childminder has a secure understanding of how children learn and develop. She plans activities based on children's interests and is reflective in her practice. This helps to ensure all children, including those with special educational needs and/or disabilities, are making good progress. However, she has not yet fully prioritised her own professional development so that it is more sharply focused on enhancing the quality of teaching to an even higher level.
- Parents speak highly about the childminder and the 'home-from-home' environment she has created. They comment on the progress their children have made, as well as the childminder's 'flawless communication and record keeping'. This partnership working has a positive impact on children's learning and development. Children benefit from excellent links with the local primary school and are well supported for their eventual move on to school.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has completed in depth safeguarding training and ensures that her knowledge remains up to date. She is aware of the signs of abuse and neglect and knows the local referral procedures to follow if she has a concern. The childminder teaches children about keeping safe and managing their own risks, such as being careful when using sharp scissors and not running on the icy path. She also gives gentle prompts to the children to tidy up so they do not trip and fall. The indoor and outdoor areas used for childminding are safe, secure and well organised.

What does the setting need to do to improve?

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

- enrich opportunities to support children to fully express their creativity and explore their own ideas
- identify a programme of professional development that focuses on raising the quality of teaching to an even higher level.

Setting details

Unique reference number	EY312018
Local authority	Cheshire West and Chester
Inspection number	10265141
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 11
Total number of places	6
Number of children on roll	10
Date of previous inspection	25 May 2017

Information about this early years setting

The childminder registered in 2005 and lives in Winsford, Cheshire. Her provision operates all year round, from 8am to 5pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate early years qualification at level 5 and provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Marianne McDowell

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 provider and has taken that into account in their evaluation of the provider.
- The childminder and the inspector discussed the curriculum and the intentions for children's learning.
- The inspector observed the quality of education being provided and assessed the impact on children's learning and development.
- The inspector spoke to children at appropriate times and observed the childminder's interactions with children during play and daily routines.
- The inspector read written information from parents and took account of their views.
- The childminder provided the inspector with a sample of relevant records and documentation, including evidence of the suitability of adults living in the household.
- All areas of the premises used for childminding were viewed and the inspector took account of how the childminder ensures that children are safe.

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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