

Childminder report

Inspection date: 7 March 2024

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	Met
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What is it like to attend this early years setting?

The provision is good

The childminder knows children well and what their interests are. She plans activities based on what children need to learn next. Children benefit from a range of outings. For example, they go to the local fishmongers, butchers and bakers to choose food to cook with the childminder. Children go on trips to the local farm, parks and around the local area. These outings help children learn about the world.

The childminder has high expectations of children. Children follow the childminder's 'golden rules' and they behave well. The childminder is a positive role model. For example, she treats children with respect and reminds them to use good manners. The childminder has created positive bonds with children. As a result, children separate from parents with ease and happily set off to play in the childminder's house. Children demonstrate that they feel safe and secure here.

Children spend copious time in the fresh air each day. They ride around the childminder's garden on bicycles and have plenty of space to run around. Children discover minibeasts in the childminder's garden and look closely at their features. They listen to the different sounds they can hear in the garden. These activities help children gain curiosity about the natural world in which they live.

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

- The childminder creates a broad curriculum. She has a good understanding of where children are up to in their development. The childminder plans activities that interest children. Children show positive attitudes to learning and make good levels of progress from their starting points.
- The curriculum for communication and language is well planned. The childminder introduces children to new vocabulary as they share books together. She repeats words slowly to children to help them hear the correct pronunciation. Consequently, children repeat single words back to her. This helps to develop children's language skills.
- The childminder teaches children about diversity. For example, children celebrate festivals and dress up in clothes from other cultures. The childminder reads books to children to celebrate what makes everyone unique. These activities help children learn about the similarities and differences between themselves and others.
- Overall, parent partnerships are good. Parents are happy with the home-from-home environment the childminder provides. However, the childminder does not consistently share ideas with parents on home learning opportunities. Consequently, there is not always continuity in children's learning.
- Children's physical development is promoted well. Children use chalks to make marks on boards. They develop their hand-eye coordination as they complete

threading activities. These activities help to develop children's small-muscle movements.

- The childminder helps children gain a love of books from a young age. Children learn how to handle books gently to turn the pages. They joyfully lift the flaps in books to find which animals are hiding underneath. Children enthusiastically select books that they would like the childminder to read. This helps to develop children's early reading skills.
- Children learn how to keep themselves safe. For example, the childminder teaches children to 'stop, look and listen' before they cross roads together. Children also learn that they must not eat the wild berries that they see on their outings. These opportunities help children learn how to cross roads safely and keep their bodies safe.
- Children's growing independence is well promoted. They are learning to put their own coats and shoes on before playing outside. Children feed themselves confidently with cutlery at mealtimes. These opportunities help children to feel proud of the tasks they can complete by themselves.
- Children behave well. They listen attentively to the childminder and follow her instructions. The childminder provides children with meaningful praise for their helpful behaviour. Children are aware of what they do well and understand what they have achieved. This helps to build up children's self-esteem.
- The childminder keeps her mandatory training up to date, such as her paediatric first-aid qualification. She evaluates her practice well and considers what improvements she would like to make. The childminder has recognised that she would like to access further professional development opportunities focused on the needs of children attending her setting. She hopes this will help to keep her knowledge and skills up to date.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- strengthen opportunities for sharing ideas and activities with parents to provide further continuity in children's learning.

Setting details

Unique reference number	EY341335
Local authority	Cheshire East
Inspection number	10317189
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 2
Total number of places	6
Number of children on roll	3
Date of previous inspection	29 May 2018

Information about this early years setting

The childminder registered in 2006 and lives in Knutsford, Cheshire. She operates all year round from 8am to 5pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3.

Information about this inspection

Inspector
Olivia Barnes

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 quality of education was observed, and the inspector assessed the impact this has on children's learning.
- The inspector viewed the premises and discussed the intent of the curriculum during a learning walk.
- The childminder and the inspector evaluated an activity together.
- Relevant documentation was checked and discussed, such as policies and procedures and training certificates.
- Children were spoken to when appropriate.
- The childminder and the inspector held ongoing discussions throughout the inspection.
- Parents shared their views of the setting with 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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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