

Childminder report

Inspection date: 15 November 2019

Overall effectiveness	Good
------------------------------	-------------

The quality of education	Good
--------------------------	-------------

Behaviour and attitudes	Good
-------------------------	-------------

Personal development	Good
----------------------	-------------

Leadership and management	Good
---------------------------	-------------

Overall effectiveness at previous inspection	Good
--	------

What is it like to attend this early years setting?

The provision is good

Children are happy and play enthusiastically, with the childminder's nurturing support. They engage in a range of fun and stimulating activities based upon their interests and the childminder's knowledge of what children need to learn next. For example, after collecting fallen leaves outdoors, children explore the leaves and describe their texture. They talk about the different colours they can see and count the leaves as they stick them onto paper to create autumn pictures. The childminder asks questions to extend children's learning. However, occasionally, she offers her support with things that children could try to do for themselves.

Children feel safe and secure and enjoy their time with the childminder. They relate to her well as she makes them feel special and welcome in a home-from-home environment. Children are eager to learn and understand the childminder's high expectations of them. Children behave very well. They engage positively with the childminder, sharing and taking turns.

The childminder is very attentive to the individual needs of children. She offers praise and reassurance as she challenges them in their learning. Children benefit from regular opportunities to play alongside other children and develop their social skills during trips to the local playgroup.

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

- The childminder gathers important information from parents about their children's individual needs and routines when they first start to attend. She uses this information to ensure that the unique care needs of children are carefully considered. For example, the childminder ensures that she considers the dietary requirements of children when providing a healthy range of meals and snacks.
- The childminder understands how young children learn and develop. She plans appropriate play experiences that help children progress in all areas of their development. The childminder acts as a playful partner to help children to make the most of the experiences she provides. However, sometimes, the childminder offers her support with tasks that children could try for themselves to further develop their independence, for example, when handling materials such as glue and spreaders during craft activities.
- The childminder observes children as they play and interact with her. She accurately assesses their progress and swiftly identifies any emerging gaps in their learning and development. The childminder implements plans that help to ensure that all children make good progress. She has a good understanding of how to seek the expert support of outside professionals should it be required.
- Children love to look at and start to read books with the childminder. She makes this time special and suggests that they snuggle up and read books together.

Children as young as two years of age confidently turn the pages of their favourite books and talk about the pictures. They learn new words and extend their language while they repeat words and phrases.

- Children learn to count, recognise shapes and measure. The childminder skilfully encourages children to compare different quantities. For example, while using blocks to build towers, the childminder encourages children to count and compare the blocks used in each tower to decide which has more and is the tallest.
- The childminder works in partnership with parents. She updates them about their children's progress regularly. The childminder shares information about children's next steps in learning during daily discussions. Parents are supported effectively to contribute further to their children's learning and development at home. Written statements from parents show that they are happy with the care and support their child receives.
- The childminder regularly reflects on the quality of the service she provides. She considers the views of parents when evaluating the success of her provision and when planning future changes. The childminder completes all mandatory training. However, more recently, opportunities to further extend the professional knowledge and skills of the childminder have been limited.

Safeguarding

The arrangements for safeguarding are effective.

The childminder implements a range of policies and procedures that help to safeguard children. She attends regular safeguarding training to help to ensure her knowledge remains up to date. The childminder can identify the possible signs of abuse and neglect. She understands the action to take should she have concerns about the welfare of a child in her care. The childminder undertakes detailed risk assessments of all aspects of her provision. She supervises children well and teaches them to be mindful of their own safety. For example, she reminds children of the importance of tidying toys away, so that they do not trip over them.

What does the setting need to do to improve?

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

- use all the opportunities available for children to do things for themselves and develop their independence skills even further
- explore more ways to undertake professional development opportunities that focus more precisely on helping to raise the quality of teaching to an even higher level.

Setting details

Unique reference number	EY342834
Local authority	Cheshire East
Inspection number	10129711
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 11
Total number of places	6
Number of children on roll	6
Date of previous inspection	13 April 2016

Information about this early years setting

The childminder registered in 2006 and lives in Crewe. She operates all year round from 7am to 6.30pm, Monday to Friday, except for bank holidays and family holidays.

Information about this inspection

Inspector

Denise Farrington

Inspection activities

- The childminder and inspector conducted a tour of the areas used by children to understand how the early years provision and the curriculum are organised.
- A joint observation was carried out by the inspector and the childminder.
- The inspector spoke to the childminder about her knowledge of child protection and the procedures to follow to keep children safe.
- The inspector held discussions with the childminder and the children at appropriate times.
- The inspector looked at a sample of the childminder's documentation, including evidence of the suitability of persons living in the household.
- The views of parents were considered by the inspector, using the written feedback provided.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2019