

Childminder report

Inspection date: 8 February 2022

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 have strong, loving bonds with the childminder. They behave well and thrive off the embedded routines within the setting. Children are secure. They recognise that the childminder meets their needs and this helps them to be curious, independent learners. Children are excited to show off their favourite toys to the inspector. They balance coloured bears on her lap and giggle when she identifies their different colours. Older children pretend to cook in the play kitchen. They add imaginary seasoning to their dishes and smile coyly as they present their finished products. Children relish the constant praise and attention they receive from the childminder, and this shows in their high levels of confidence.

Children build strong friendships with one another. They jump up with delight when they know their friends are waking up after nap time. Children rush over to greet one another and happily exclaim 'I love you' then rush off to play. In response to the COVID-19 pandemic, the childminder concentrates on supporting children's emotional well-being. She works closely with families to support children in separating from their parents after long periods of national lockdown. Children have greatly benefited from this. They enter the setting each day with big smiles, eager to get involved.

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

- The childminder has not maintained a current paediatric first-aid qualification. She understands that this is a legal requirement. However, the childminder has been extremely proactive in updating her first-aid knowledge while waiting for a place on a training course. She accesses weekly videos from reputable sources to ensure she can readily and appropriately respond if a child has an accident or chokes. The childminder subscribes to regular updates from health authorities and reads guidance online. As a result of her ongoing professional development in this area, she has ensured that there is no impact on children.
- Children make good progress. The childminder skilfully recognises the individual needs of each child she cares for. She alters her approach and the curriculum provided to best support their unique stages of development. As a result, children all gain different benefits from each planned activity. Furthermore, the childminder naturally extends children's learning while they are engrossed in independent play. Any gaps in children's development begin to diminish and all children are making great steps towards their current learning goals. This includes those with special educational needs and/or disabilities (SEND).
- The childminder evaluates her own practice well. She identifies appropriate areas for development and strives to further her own knowledge. The childminder has identified that she would like further training to support children with SEND. She is proactive and liaises with local authorities to identify future

training courses and seminars she can access. This ongoing professional development can help to ensure that her practice evolves to continue to meet the needs of all children.

- Parents appreciate the childminder. They feel overjoyed that their children are 'super excited to go' to the setting each day. Parents compliment the childminder on how 'accommodating' she is. They recognise that she has a 'huge impact' on their children's ongoing development.
- The childminder supports children's communication and language well. She narrates her movements and children's play naturally, exposing children to lots of vocabulary. Children love reading stories with the childminder. They sit contentedly in her lap and help to turn the pages, engrossed. Younger children begin to recognise nursery rhymes and attempt to sign and complete the actions they have seen. Older children listen carefully and consider the different colours of their toys as the childminder labels them. This helps children to build the skills they will one day need for primary school.
- The childminder listens to children. She swiftly identifies anything within the environment which may upset them, or distract them from learning. For instance, the childminder rectifies loud or distracting noises in the environment. She counts out loud when she is preparing to help children with any self-care needs. This helps children be aware they are about to be touched and allows them time to consent. This supports children to begin to feel ownership of their own bodies and demonstrates that the childminder respects them and their choices.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a sound understanding of her roles and responsibilities. She knows the steps she must take if concerned for the welfare of a child. She also recognises the procedures she must follow if an allegation is raised against herself or a member of her household. The childminder refreshes her knowledge often to ensure she is aware of safeguarding concerns within her local area. The premises are secure and the childminder risk assesses the environment effectively to identify and remove any potential hazards to children. There is a culture of awareness and proactiveness within the setting to help keep children safe.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
--	-----------------

ensure that a valid paediatric first-aid qualification is obtained, to ensure children's safety.	30/03/2022
--	------------

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

- continue to access opportunities for professional development in order to further support children and their individual needs.

Setting details

Unique reference number	EY345369
Local authority	Cheshire West and Chester
Inspection number	10218137
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 3
Total number of places	6
Number of children on roll	3
Date of previous inspection	20 January 2020

Information about this early years setting

The childminder registered in 2006 and lives in Ellesmere Port, Cheshire. She operates all year round from 7.30am to 6.30pm, Monday to Thursday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3.

Information about this inspection

Inspector

Shauneen Wainwright

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 childminder.
- The childminder and the inspector discussed the curriculum offered and the impact this has on children's development during a learning walk.
- Relevant documentation was scrutinised by the inspector, including documents pertaining to the suitability of all persons within the household.
- During a joint observation, the childminder and the inspector evaluated practice seen together.
- Discussions regarding leadership and management were held between the inspector and the childminder throughout the inspection.
- Feedback was gathered from parents and children and considered as part of the inspection.

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 2022