

Childminder report

Inspection date: 3 August 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 demonstrate that they feel happy, settled and secure. They have established strong bonds with the kind and nurturing childminder. She has an excellent understanding of the children she cares for and often allows children to take the lead in their own learning. Children are eager to explore the well-planned environment, which stimulates their curiosity and interest. They show a high level of concentration as they engage in their activities.

Children have a wealth of opportunities to develop an understanding of the natural world around them. The childminder provides activities that teach children about growth and change. Children enjoy looking for insects, such as caterpillars and butterflies. They plant and care for wildflowers and learn about how bees make honey and help pollination.

Children demonstrate a positive attitude to learning. They successfully develop the skills for the next stage in their development. They show good levels of determination and perseverance as they explore how cars can travel down a tube ramp. When a car stops on the ramp, children try out different ideas until they successfully achieve their goal of making the car move again.

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

- Children are friendly, use good manners and behave well. The childminder is a positive role model and her expectations for every child's behaviour are high. As a result, children are kind, share toys and are respectful to each other.
- Children benefit from a language-rich environment. For example, the childminder adds comments and narrative to children's play. She introduces new vocabulary and models the correct pronunciation of words to support children's understanding. Children enjoy making connections between words and pictures and the sounds they can hear in the environment.
- Overall, children make good progress in their development within a broad and balanced curriculum. The childminder has a good knowledge of how children learn. She makes good use of observations and assessments to build on what children already know and can do. However, on some occasions, she does not extend children's critical thinking to maximise learning opportunities and help them to achieve the best possible outcomes.
- Children are very well supported to improve their mathematical knowledge and skills. They have a good grasp of numbers, shapes and colours. For example, they are encouraged to count different toy fruits into jars, match colours and identify shapes during their play.
- Children demonstrate a love of reading. They choose from a range of familiar books and enjoy sitting with the childminder to listen to stories. Children also

enjoy making marks using chalks, which helps to develop their early writing skills.

- Children develop their independence well. They take their own shoes on and off, freely access their own drinks and readily help to tidy away the toys. They wash their hands at appropriate times and use age-appropriate safety knives to butter and cut up their toast.
- Children benefit from visits to various places in the local area and trips further afield. They have good opportunities to develop their understanding of people and communities beyond their own. This helps children to develop their social skills and confidence.
- Children learn how to lead healthy lifestyles. They thoroughly enjoy eating the fresh snacks and healthy meals prepared for them. They energetically explore the exciting spaces in the childminder's garden, where they develop their physical skills and learn to manage their safety very well.
- The childminder has established excellent relationships with parents, who speak highly of how children grow and thrive in her care. They appreciate the friendly, fun and educational environment that the childminder provides. They comment that the childminder communicates very effectively with them. This encourages children's continuity in learning.
- Children with special educational needs and/or disabilities are supported incredibly well by the childminder. Any gaps in learning are identified quickly and support is given to the individual child. The childminder works closely with parents and other professionals to ensure that all children achieve their full potential.
- The childminder seeks many opportunities for professional development. She is very reflective and committed to achieving the best outcomes for children and families.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has good knowledge of how to keep children safe and refreshes her awareness of child protection through a range of training. This ensures her understanding and, subsequently, her processes reflect current guidance and legislation. She has a secure knowledge of the procedures to follow in the event of any concerns about a child. Children are supervised well. The childminder uses rigorous risk assessments to ensure children are kept safe in her care.

What does the setting need to do to improve?

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

- extend opportunities to challenge children's critical thinking skills to increase the potential for each child to achieve at the highest possible level.

Setting details

Unique reference number	EY348946
Local authority	Cheshire East
Inspection number	10106341
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 4
Total number of places	6
Number of children on roll	5
Date of previous inspection	11 June 2015

Information about this early years setting

The childminder registered in 2007 and lives in Alsager, Cheshire. She operates all year round from 8am to 6pm, Monday to Thursday, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Sharon Hennem-Dale

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 setting.
- The childminder and the inspector carried out a learning walk. They discussed the learning environment and how the curriculum is organised.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector spoke to children and the childminder at appropriate times during the inspection.
- An evaluation of the activities was discussed by the inspector and the childminder.
- Parents shared their views through written feedback, which the inspector took into account.
- The inspector viewed documentation, such as evidence of suitability.

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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