

Childminder report

Inspection date:

24 March 2022

Overall effectiveness	Outstanding
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Overall effectiveness at previous inspection	Outstanding

What is it like to attend this early years setting?

The provision is outstanding

Children truly thrive here. They build exceptionally close bonds with the childminder, who places a sharp focus on their emotional security. She took effective steps to ensure her relationships with children were not negatively affected when they could not attend due to the COVID-19 pandemic. The childminder shared inspirational activity ideas, and children continued their learning at home. Children show that they feel extremely safe in her care.

The childminder is an excellent role model and has extremely high expectations for all children. Children explore impressively challenging yet suitable activities that the childminder meticulously tailors to support them to develop their skills. She carefully includes children's interests. Children are so engaged in activities that they are reluctant to pause their play to eat. They are extremely confident, resilient and independent learners. For example, children work out how to solve problems together as they roll balls down ramps to land in a bucket. They clearly communicate how to adjust the bucket and ramps and encourage their friends to carry on until they have all succeeded. Children develop a superb attitude to learning.

Children's behaviour is exemplary. For example, as children bounce on a large ball, they enjoy it so much they willingly offer it to their friends to have a turn. Even younger children learn to be considerate of their friends.

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

- The highly qualified childminder is inspirational in her teaching and provides children with constantly high-quality interactions. She consistently supports children's communication and language skills. Children learn many songs and rhymes and use some sign language as they join in with the actions and words. The childminder expertly models language. She uses visual aids and props to ensure that younger children understand what new words mean. Children rapidly acquire new and challenging words. For example, younger children proudly practise saying the word 'helicopter'.
- Children make considerably rapid progress in their literacy skills. They enjoy frequent stories read to them in a highly engaging manner and regular visits to the library. Children practise writing letters on the chalkboard and tell their friends about their achievements. They invite their friends to paint over their work with water to clear the board. Children work alongside each other as they continue to practise. They are extremely well prepared for school.
- Children display particularly high levels of self-esteem. They beam with pride as they catch glimpses of themselves in mirrors in the garden. Children talk about what they like about themselves, such as their freckles. They joyfully exclaim

that the childminder always gives them a 'happy face'. Children thoughtfully discuss why people look different and learn about other families and cultures in a variety of ways. They receive excellent support to understand and respect differences.

- Children's health and well-being are of the utmost importance to the childminder. Her teaching of good hygiene and making healthy choices is clearly embedded. Even younger children only offer the childminder healthy options and remind her to wash her hands before she can enjoy the pretend food that they have made for her. Children quickly become confident and independent in their self-care skills.
- Children learn to value their friends' choices. As children take turns to choose songs to sing together, their friends thank them for their choices before they all join in. Children have impeccable manners.
- Parents say that the setting is a place of love and happiness and that their children are always excited to attend, especially the forest school sessions. The childminder develops admirable relationships with parents. She shares meticulous information on children's progress. Parents say that she provides invaluable advice on how to support their children's changing care and development, such as supporting children's understanding of letters and numbers. Children are consistently well supported in their learning. All children make rapid progress from their starting points.
- The childminder understands how to work in partnership to support children with special educational needs/and or disabilities. When children need additional support, such as with their speaking skills, she puts in place highly effective support. The childminder uses the information from professionals and builds it into children's routines. Any gaps quickly close and children make the best possible progress.
- The dedicated childminder is utterly committed to her professional development. She gets effective feedback from other professionals to continually improve her teaching. The childminder has taken steps to reduce unnecessary paperwork to focus on and increase her already excellent interactions with children.

Safeguarding

The arrangements for safeguarding are effective.

The childminder demonstrates an excellent understanding of her role and responsibility to care for children. She clearly explains the signs and symptoms that may mean a child is at risk of harm or neglect. The childminder is confident in how to report any concerns about other professionals who work with children. Protecting children is of the utmost importance to her. She supervises visitors closely and explains acceptable conduct in her home to authorised visitors. The childminder has exemplary hygiene procedures and ensures that areas that children use are in excellent condition.

Setting details

Unique reference number	EY359154
Local authority	Cheshire West and Chester
Inspection number	10129077
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 6
Total number of places	6
Number of children on roll	8
Date of previous inspection	28 April 2016

Information about this early years setting

The childminder registered in 2007 and lives in Ellesmere Port. She operates from 8am to 5pm, Monday to Friday, term time only. The childminder holds an appropriate early years qualification at level 4.

Information about this inspection

Inspector

Becky Williams

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 into account in their evaluation of the setting.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- The inspector observed the childminder deliver a planned activity and discussed children's learning.
- The inspector observed the interactions between the childminder and children.
- The inspector spoke to children to find out about their time at the setting.
- Parents shared their written views on the setting with the inspector. The inspector took account of their views.

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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