

Childminder report

Inspection date:

22 August 2024 - 28 October 2024

Overall effectiveness	Good
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The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous inspection

Outstanding

What is it like to attend this early years setting?

The provision is good

The childminder and her assistants create a warm and welcoming environment for the children, who have strong bonds with the adults who care for them. Older children talk about missing the childminder when they went on holiday. Babies beam with happiness as they see their key person. All children confidently explore the environment. They enjoy spending time outside, filling containers in the sandpit and operating wheeled toys competently. Babies crawl around the floor, excitedly chasing moving objects and balls. Older children create models and confidently describe what they have made. Children enjoy the experiences on offer and demonstrate high levels of contentment and engagement.

The childminder and her assistants provide children with clear explanations about expectations for their behaviour. For example, children are encouraged to share and to take turns. Children behave well and play cooperatively together. They eagerly tidy up the resources before mealtimes, helping each other to carry heavy items. Older children show caring behaviours as they carefully share books with the younger children.

The childminder observes and assesses children's progress and uses what she knows about the children to support the next steps in their learning. She plans activities that interest children and help them to practise their developing skills. For example, children use their small hand muscles as they make legs for a dough spider. They roll, poke and squeeze the dough, and the childminder and her assistants encourage the children to discuss its size and shape, counting each of the spider's legs. This helps all children make good progress from their starting points.

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

- The childminder has taken action to ensure effective procedures for checking the suitability of any assistants who have regular contact with children are implemented. She has a good understanding of the disqualification under the Childcare Act 2006 and the procedures. All required information and records are easily accessible and made available on request.
- The childminder prioritises supporting children's communication and language development. She engages children in lots of conversations during the day, as well as asking questions, helping to develop children's speaking skills. Children are becoming skilful and confident communicators.
- The childminder provides experiences that help children to develop their early mathematical skills. The childminder and her assistants introduce mathematical language as they play alongside children. Children learn to sort and categorise coloured objects and count how many they have. These opportunities promote

children's understanding of mathematical concepts.

- The childminder forms strong links with parents. Information regarding children's care and development is gathered and shared regularly. Parents state that their children love attending the 'home-from-home setting'. Parents value the useful ideas the childminder shares to help them to continue their children's learning at home. Partnerships with parents are a strength.
- Children are supported to develop independence skills. For example, the childminder offers encouragement when children attempt to put on and fasten their coats. This supports children to develop a positive attitude to trying new things and persevering in tasks that may at first appear challenging.
- The childminder provides healthy and nutritious meals and snacks for children. Children learn about healthy lifestyles, and the childminder reminds them of the importance of washing their hands ready for mealtimes. The childminder encourages children to put their hands over their mouths when coughing. Children are beginning to understand the importance of following good health and hygiene routines.
- The childminder is passionate about her work. She values the importance of professional development in improving her and her assistants' skills and knowledge. The childminder provides regular support and training to her assistants and they feel supported in their roles. However, she does not always evaluate the impact of this to target more specifically where they need further support and guidance. This leads to some minor inconsistencies in the implementation of the curriculum.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts the 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:

- evaluate the impact of professional development to target where staff need further support and guidance in implementing the curriculum consistently.

Setting details

Unique reference number	EY362299
Local authority	Cheshire East
Inspection number	10360506
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 9
Total number of places	18
Number of children on roll	25
Date of previous inspection	23 June 2023

Information about this early years setting

The childminder registered in 2007 and lives in Nantwich. Her provision operates from 7.15am to 6pm, Monday to Friday, all year round, except for bank holidays and family holidays. The childminder holds a qualification at level 3, and she works with assistants. She offers funded childcare places for children aged from nine months to four years.

Information about this inspection

Inspectors

Karen Cox
Rebecca Weston

Inspection activities

- The inspection started on 22 August 2024. Inspectors returned on 28 October 2024 to gather additional evidence in line with the Ofsted inspections and visits: Deferring, pausing and gathering additional evidence policy.
- The childminder and the inspectors discussed how the childminder organises her early years provision, including the aims and rationale for her early years foundation stage curriculum.
- The inspectors talked to staff and parents at appropriate times during the inspection and took account of their views.
- The inspectors observed the quality of education being provided, indoors and outdoors, and assessed the impact that this has on children's learning.
- The inspectors carried out joint observations of two activities with the childminder.
- The inspectors viewed the provision and discussed the safety and suitability of the premises.

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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