

Childminder report

Inspection date: 27 July 2021

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 play happily and safely in the childminder's home. They confidently follow her consistent expectations for their conduct at different times of the day. For example, children sit calmly and quietly to eat breakfast together. When it is singing time, they know that they can get excited and make lots of noise. The singing helps children to learn about rhythm, rhyme and sentence structure and this prepares them well for early reading. Children steadily develop their physical skills as they play and sing. For instance, toddlers become really good at pretending to be the 'little teapot' pouring tea. Older children develop sturdy balance and expert hand-eye coordination when they take part in a magnetic fishing game.

When settings were only open to some children due to the COVID-19 (coronavirus) restrictions, the childminder kept in touch with children who did not attend. Parents are grateful for the support that the childminder gave them. They say that she has helped children to remain confident about meeting new people, despite the isolation that they experienced during periods of lockdown. Parents say that children 'do some amazing things' with the childminder. They comment that children sometimes forget to say goodbye because they are really eager to start their day.

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

- The childminder has clear intentions for her curriculum. She aims to continuously extend the number of words that children know and use. Children learn words, such as indigo, to describe different shades of blue. The childminder checks children's understanding of the words that they use. For instance, when children talk about 'sea creatures', the childminder asks them to tell her what they mean. This helps children to acquire a broad and meaningful vocabulary.
- Children learn to listen. They concentrate hard when the childminder asks them what sounds they can hear outdoors. This helps children to practise picking out one sound from another. Older children build on their learning and begin to identify the sounds that words and names begin with.
- The childminder knows what she wants children to learn. However, there are occasions when children's learning is not sequenced effectively enough. This happens when she focuses her teaching on the early learning goals and misses out important knowledge that children need to acquire on the way. For example, children often read numerals but have fewer opportunities to learn that each number represents a set quantity of items.
- The childminder promotes children's resilience well. This is demonstrated when toddlers do not want to take turns with ride-on vehicles. The childminder sensitively shows them that sharing and being kind achieves more, and feels

better than anger and tears. Children begin to work through conflicts and difficulties together and learn to regulate their own behaviour.

- The childminder is ambitious for children's progress and works to improve her provision. After her last inspection, she found more ways to encourage children to develop their own ideas and thinking during play. However, the childminder's evaluation of her practice does not identify gaps in the quality of education accurately enough. This makes it difficult for her to seek the specific help and training that she needs to help children make the swiftest progress.
- The childminder makes conversations with children interesting and informative. This helps children to acquire new information and to make links in their learning. For example, a picture of an octopus in a book prompts a thoughtful discussion about hearts. Children demonstrate their prior learning when they put their hands on their chests and feel their own hearts beating. Then they learn something new when they hear that the octopus has three hearts.
- Children develop habits that promote their good health. They become independent in using the toilet and know that they must wash their hands afterwards. Children learn to assess risks and to manage them safely. For example, they know that they can descend the steep stairs more safely by sitting on each step.

Safeguarding

The arrangements for safeguarding are effective.

The childminder attends training that helps her to refresh and extend her knowledge of child protection matters. She updates her policy in line with changes to local safeguarding procedures. She makes sure that her assistant knows what to do if she has concerns that a child is at risk of harm. The childminder manages hazards to children sensibly. For example, when she uses plaster of Paris for modelling, children watch from a safe distance until the plaster has set. The childminder keeps well-organised records that she shares with parents. These include records of any accidents and injuries to children 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:

- measure the quality of education more accurately, so that professional development and training promote excellent outcomes for children
- sequence children's learning even more effectively, so that progress towards the early learning goals is built on really firm foundations.

Setting details

Unique reference number	EY362946
Local authority	Cheshire West and Chester
Inspection number	10198676
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 4
Total number of places	12
Number of children on roll	9
Date of previous inspection	9 May 2018

Information about this early years setting

The childminder registered in 2007 and lives in Northwich. Her provision operates all year round, from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a qualification at level 3. She provides funded early education for two-, three- and four-year-old children. The childminder works with an assistant.

Information about this inspection

Inspector
Susan King

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 her evaluation of the childminder.
- The childminder and the inspector discussed the impact of the curriculum on children's progress and achievement. The inspector held discussions with the childminder and her assistant throughout the visit.
- Two parents provided written feedback about the childminder's provision. Children told the inspector about the activities they were participating in. The inspector took account of the views of parents and children.
- Documents that are used in the provision were sampled and discussed. The inspector checked evidence of the suitability of the childminder, her assistant and members of her household.

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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