

Childminder report

Inspection date: 1 June 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	Inadequate
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What is it like to attend this early years setting?

The provision is good

Children feel safe and at home with the childminder. They demonstrate this by happily resuming their play after greeting the inspector. Children eagerly take part in a singing and movement activity. The oldest toddlers talk about what they are doing and are keen to show the childminder their developing skills. They demonstrate pride in their achievements and try hard to get even better at doing the movements. Younger toddlers watch the childminder and the older children carefully. They begin to copy and join in. They almost manage to jump up with both feet. The activity provides enjoyment and individual challenge for every child. It helps to promote their physical development and listening skills well.

Children know what will happen next because the childminder tells them and reminds them. This helps children to feel secure and promotes their positive behaviour. For example, children willingly get ready for a baking activity. They know that bakers must wash their hands and wear a hat and apron. Preparing to bake helps children to develop good hygiene habits and self-help skills. Children settled back well after absences caused by the COVID-19 pandemic. The childminder worked in partnership with parents to help children to get used to being part of a group again.

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

- The childminder has acted on the actions and recommendations from her previous inspection. She reflects on and modifies her policies and procedures. She makes sure that parents and carers understand them. This demonstrates the childminder's commitment to continuous improvement.
- The childminder helps children to understand the wider world. She takes children on regular visits to the nearby zoo. This helps them to learn about many different animals and where they come from. The childminder skilfully shares her knowledge with children and shows them how to find out more. This helps children to develop a positive approach to learning.
- The childminder delivers activities in a way that helps every child to make good progress. Children join in with preparations for a tea party to mark the Queen's platinum jubilee. They all decorate their own golden crown. The childminder helps the youngest children to learn the colours of the tiny stick-on jewels. Older children notice that one crown has circular holes while another has triangular ones. This promotes children's developing knowledge of colour and shape.
- The childminder models language well. She uses correct grammar and helps children to extend their sentences. For example, younger children point to a picture and say 'baby'. The childminder reinforces and expands this when she replies, 'Yes, it's a baby.' However, there are occasions when the childminder asks questions but does not give children time to think about their answer and

respond. This does not promote their thinking skills to the highest level.

- The childminder supports children to form friendships. She stands back to allow them time to play together. She encourages children to tell each other their ideas and preferences. Children learn to take turns and share equipment. They become respectful of other people.
- Children have a healthy, balanced diet. They learn that sugary food is for occasional treats and that they must clean their teeth every day. This helps children to learn habits that promote their good health.
- Children learn skills that promote their independence. For example, they put their shoes on before playing outside. This helps children to be ready to start school confidently when the time comes.
- The childminder asks parents about children's development when they first attend her provision. This helps her to support children's further progress from the outset. The childminder assesses children's progress. She encourages parents to share the information with other professionals, such as the health visitor. This helps everyone to work together to support children's well-being and progress.
- Parents says that children have fun in a happy and safe environment. They praise the childminder's nurturing and personalised approach to her role. They say that children become confident and kind in her care. Parents like the messy play and outings that the childminder regularly plans.

Safeguarding

The arrangements for safeguarding are effective.

The childminder completes training that keeps her knowledge of safeguarding matters up to date. She demonstrates a clear understanding of her responsibilities with regard to child protection. The childminder knows the signs that indicate a child may be at risk of harm. She knows what to do if an allegation is made against her or a member of her household. The childminder maintains required records. She keeps an accurate record of any injuries children sustain in her care and elsewhere. The childminder gathers and updates information about children's medical and health needs. This helps her to cater safely for children with allergies to particular foods.

What does the setting need to do to improve?

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

- strengthen questioning techniques so that children have more time to think and respond.

Setting details

Unique reference number	EY386112
Local authority	Cheshire West and Chester
Inspection number	10221213
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 10
Total number of places	6
Number of children on roll	14
Date of previous inspection	14 January 2022

Information about this early years setting

The childminder registered in 2009 and lives in Tarvin. She operates all year round from 8am to 5pm, Monday to Friday. The childminder holds a relevant qualification at level 3.

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 their evaluation of the setting.
- The childminder and the inspector discussed the childminder's intentions for her curriculum. They considered the impact of activities on children's progress.
- The inspector observed interactions between the childminder and the children. She spoke with and played with children.
- Parents provided written feedback about the childminder's provision. The inspector took account of parents' views.
- Documents used in the childminder's setting were sampled by the inspector. The inspector checked evidence of the suitability of the childminder and members of her household aged 16 years and over.

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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