

Childminder report

Inspection date: 31 January 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 are excited to arrive at the setting each day. They happily part from their parents at the door. Children settle well in this warm, welcoming and safe setting. The childminder is sensitive to children's individual needs. Children are kind to each other and behave well. They learn to share with their friends. The childminder reminds them to take turns during activities, which they do well. Children learn to stay healthy in different ways. They learn good hygiene practice. Children are starting to recognise when they need to clean their face and hands. This helps to keep children safe in response to the COVID-19 pandemic. Children love to sit at the kitchen table and enjoy a healthy lunch of sandwiches, vegetable sticks and fruit.

Children enjoy playing with a variety of toys which are thoughtfully selected by the childminder. The childminder has high expectations for children's learning. Therefore, all children achieve well. Children are making good progress with their speech and language development. They are supported by the childminder to make different sounds and use single words. For example, children enjoy exploring a basket filled with different resources, such as shells, brushes and wooden rings. The childminder names the objects and encourages children to think about how they feel. She introduces children to words such as 'soft' and 'hard'.

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

- The childminder plans learning opportunities that support children to build on what they already know and can do. This supports them to develop their independence skills. Children confidently lead their own play. They learn to use their voices and make decisions. The childminder is close by to support and enhance children's learning. However, she does not yet plan enough learning opportunities for children to engage with art and practise using different materials.
- The childminder supports children's communication and language development well. She sings familiar nursery rhymes with children. Children are showing a real love of books. They choose stories to explore by themselves. In addition, the childminder reads to children and encourages them to join in with the main events. The childminder takes children to the library where they can choose books to take back to the setting to share.
- Children show high levels of concentration and focus during their play. The childminder supports children's emotional well-being well. Children learn different ways to self-regulate their behaviour. The childminder offers children with special educational needs and/or disabilities (SEND) soothing back rubs and head massages. This helps children to calm and relax.
- Children get fresh air and exercise every day. They play outside in the garden,

where they play games and practise using scooters. Children go on regular walks where they enjoy looking for different animals, such as cows, in the fields. Children have lots of opportunities to go to the park where they can socialise with other children.

- The childminder keeps her professional development up to date. She attends regular training courses. For example, the childminder has completed courses on how to support children with SEND. This enables her to enhance children's learning in different ways. For example, she provides effective support for children's social and communication development.
- The childminder knows the local community well. She is aware of the importance of supporting children to learn about different countries, cultures and ways of life. However, she is yet to fully embed this into her planning to support children to learn about the diverse world around them.
- Parents speak highly of the childminder. Parents of children with SEND feel they receive high levels of support from the childminder. Parents comment that their children have made good progress in their learning and development since starting with the childminder. Parents are happy with the communication which they receive from the childminder about their children's time in the setting.
- The childminder has close links with other childminders. This enables her to share good practice and ideas. The childminder works well with other professionals. The childminder accesses early help and support for children with SEND efficiently. The range of support the childminder provides ensures that all children reach their potential and are ready for their next stage in learning.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is aware of her role and responsibilities in keeping children safe. She is trained in safeguarding and keeps this up to date. The childminder knows how to report concerns about the welfare of children. She is aware of who she should contact if there is a safeguarding allegation made against her or a member of her household. The childminder carries out regular checks of the indoor and outdoor environments to ensure that they are free from hazards. There is an emergency evacuation procedure that the childminder practises regularly with the children. The childminder is trained in paediatric first aid. She records any accidents which the children have and reports these to parents.

What does the setting need to do to improve?

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

- enhance planning to ensure that children have opportunities to engage in art activities and explore different media and materials
- adapt the curriculum to support children to learn more about the diverse world

around them.

Setting details

Unique reference number	EY399362
Local authority	Cheshire East
Inspection number	10106523
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	6
Number of children on roll	4
Date of previous inspection	15 December 2015

Information about this early years setting

The childminder registered in 2009 and lives in Timperley, Cheshire. She operates all year round from 8.30am to 5.30pm, Monday to Thursday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3.

Information about this inspection

Inspector

Suzanne Fenwick

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 had a learning walk together to discuss the childminder's intentions for children's learning.
- Children communicated with the inspector during the inspection.
- The inspector carried out a joint observation of a communication and language activity with the childminder.
- Parents shared their views of the setting with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.

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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