

Childminder report

Inspection date: 28 February 2024

Overall effectiveness	Good
------------------------------	-------------

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

Children are happy and content in the childminder's home. The childminder is kind and friendly, providing children with plenty of cuddles and affectionate reassurance. Children who are a little nervous are comforted by the warm, positive relationships they share with the gentle and sensitive childminder. Children are resilient and complete challenging tasks with confidence. They try their very best, and when faced with difficult tasks, they persevere until they succeed. For instance, children use tweezers to pick up small items, requiring precision and sharp focus to succeed. Their excellent attitude is a fabulous foundation for their good progress. Children behave very well and demonstrate good social skills. For instance, they share and take turns, explaining that 'sharing is caring' as they cooperate with friends. The childminder frequently offers children plenty of encouragement. She uses animated praise and refers to children as 'champions' and 'superstars'. Children respond well. They are helpful and self-assured due to the nurturing encouragement they receive.

Learning is fun and children are eager to participate in exciting activities. They enjoy making pancakes with scented dough, developing their physical coordination and creative exploratory skills. Children solve problems with ease. For example, they roll lemons along the floor, competing with one another. They predict whose lemon will roll the furthest, demonstrating excellent critical thinking skills. Children clap, jump up and down and giggle, illustrating their delight in this exciting game. The childminder understands the value of spontaneous learning opportunities and frequently suggests ideas to extend play. She is a great role model and her participation often extends children's learning. Children count and recognise different shapes. The childminder steps in to correct children or repeat their mathematical language to reinforce and support emerging numeracy skills. Learning is exciting and, in turn, children are curious, eager and engaged.

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

- The childminder is passionate about her job and demonstrates a thirst for delivering a high-quality service for the families she supports. For instance, she attends regular training, beyond mandatory requirements, to enhance her already superb practice even further.
- Partnerships with parents are well established. The childminder shares regular updates with parents and even suggests ideas for them to continue children's learning at home. Partnerships are extended to other professionals. For example, the childminder strives to share detailed reports of children's abilities and routines with teachers when children move on to school. Collaborative partnership working benefits outcomes for children.
- Children are well supported in their communication and language development.

The childminder skilfully encourages children to share their point of view and opinions. Children are highly inquisitive and frequently ask questions. The childminder responds immediately to children's curiosity, engaging in discussion as they play. Children show an impressive and broad vocabulary, accredited to the language-rich environment they encounter daily.

- Children benefit from an exciting programme of trips and outings in the local community. For instance, they enjoy visits to playgroups, libraries, soft-play centres and local community gardens. This helps to enrich children's experiences and enhance their learning opportunities.
- Books and literacy are important to children. They talk fondly about their favourite books. The childminder reads frequently to children, igniting their thirst for literature from a very early age.
- The childminder plans a varied curriculum for children. She helps children learn through exploration and play. There is a good mix of adult-led and self-chosen games, which contributes to a broad and fun programme of learning.
- The childminder observes children frequently and understands what they can do. She plans activities linked to children's interests. However, there is scope to make better use of this knowledge to identify precise and more-focused next steps and narrow gaps in learning even more rapidly.
- The childminder is attentive and caring. She helps children and offers lots of reassurance. However, occasionally, the childminder steps-in and completes tasks for children without offering them time to try for themselves.

Safeguarding

The arrangements for safeguarding are effective.

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

- make better use of observations and assessment information and identify precise next steps to support children's even more rapid progress
- extend opportunities for children to complete tasks themselves to develop their independence skills even more.

Setting details

Unique reference number	EY413667
Local authority	Cheshire East
Inspection number	10317112
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	5
Date of previous inspection	2 May 2018

Information about this early years setting

The childminder registered in 2010 and lives in Handforth, Cheshire. She operates term time only, from 8am to 5pm on Monday to Thursday and from 8am to 3.30pm on Friday. The childminder closes for bank holidays and family holidays. The childminder receives funding to provide free early education for three- and four-year-old children.

Information about this inspection

Inspector

Michelle Jacques

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 childminder.
- The inspector and the childminder discussed how the curriculum is designed and how children's all-round learning is supported through planned and purposeful play.
- The inspector observed the quality of education and interactions between the childminder and children.
- Parents' written views and comments were considered by the inspector.
- The inspector reviewed relevant documentation, including training certification and suitability checks for all adults living in the 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2024