

Childminder report

Inspection date: 9 October 2024

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Outstanding
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Good

What is it like to attend this early years setting?

The provision is good

The childminder, along with an assistant, creates a calm and focused learning environment. Children thoroughly enjoy spending time with the nurturing childminder, they create highly respectful friendships with their peers. They settle quickly into the childminder's routines. The childminder is extremely proud of all the children. She shows pure delight when children master a new skill. Children are highly motivated. The childminder harnesses children's desire to explore and discover through the enthralling curriculum she plans. Children are fascinated and curious learners.

The childminder is an exemplary role model; she has extraordinarily high expectations of all children, which she ensures they achieve. She supports children to understand how their behaviour makes others feel. They have a clear understanding of why rules are in place. Older children encourage younger children to 'go first' and they confidently wait for their turn. The childminder gives children praise and encouragement. This support results in excellent behaviour as children happily follow the rules. Children are confident and caring. The childminder provides children with clear instructions. This approach supports children to understand what is expected from them.

The childminder implements an ambitious curriculum for all children. She uses assessment to plan activities that help children learn new skills based on what they already know and can do. Experiences, such as visits to the zoo and the chance to grow vegetables, enthral and excite children. Children show positive attitudes to their learning, this helps children make rapid progress from their starting points.

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

- Overall, the curriculum for communication and language development is implemented well. The childminder introduces words such as 'knead' as the children play with dough. She describes what children are doing and encourages children to join in with rhymes and songs. This helps children to build up their vocabulary. However, the curriculum to support children's listening, attention and understanding is sometimes less well implemented. For example, the childminder does not always give children enough time to think and respond to questions she asks. At such times, children's developing communication and language skills are not as well supported.
- The curriculum for mathematics helps children develop their knowledge of numbers and measurement. The childminder supports children to count out pumpkin seeds as they scoop them from the shell. Older children recognise numbers in the environment. The childminder talks about 'full' and 'empty' as children fill up containers. These opportunities help to develop children's early

mathematical skills.

- The childminder plans meaningful opportunities to promote children's growing independence. Children help to set up the table for mealtimes. They carry their own drinks to the table and help serve their own food. When children find tasks difficult the childminder offers encouragement and support to help them succeed. The learning environment allows children to access the toys that interest them. These opportunities help children to learn important life skills.
- Children have fun as they develop their physical skills. They show determination as they safely run and climb in the garden. Children develop the coordination and strength in their hands as they squeeze tubes and manoeuvre dispensers to distribute water into the mud kitchen. These activities help children develop their dexterity during their play. As a result, children are developing skills needed for the next stage of their learning.
- Children feel secure in the childminder's home. They smile and chat as they look at their personal photo albums. These generate lively conversations as children discuss their home lives. The childminder provides opportunities for children to understand the difference in families and cultures. Children know they are unique and feel a sense of belonging. This understanding helps prepare children for life in modern Britain.
- The childminder has created strong partnerships with parents, local schools and other professionals. She is proactive in supporting families. She works collaboratively with other professionals. For example, the childminder attends drop-in sessions to gain support from experts on how to best support children's development. The information is relayed to parents, creating a consistent approach to children's learning and development.
- The childminder has implemented systems to reflect on practice and to identify areas professional development. She reflects on her own practice and regularly updates her skills. The childminder has processes in place to test out the knowledge of her assistant. Following this she gives clear advice to help the assistant improve their knowledge and skills.

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:

- enhance the curriculum for communication and language development that promotes children's listening, attention and understanding skills.

Setting details

Unique reference number	EY417328
Local authority	Cheshire West and Chester
Inspection number	10355135
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	5
Date of previous inspection	19 November 2018

Information about this early years setting

The childminder registered in 2010 and lives in the Northwich area of Cheshire. She operates all year round from 7.30am to 5.30pm, Monday to Thursday, except for bank holidays and family holidays. The childminder occasionally works with an assistant. The childminder holds a relevant early years qualification at level 5. She is eligible to provide funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Deborah Magee

Inspection activities

- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- The childminder spoke to the inspector about children's learning and development.
- The inspector observed the quality of education being provided and assessed the impact this was having on children's learning.
- The inspector observed interactions between the childminder and children.
- The views of parents were considered during the inspection.
- 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.

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