

Childminder report

Inspection date: 18 January 2023

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Outstanding
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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 demonstrate that they feel secure in the care of the experienced childminder. Parents and carers report that toddlers smile and giggle as they approach the front door of her provision. The childminder skilfully leads children into lines of enquiry that generate excitement and absorb their deepest attention. They show obvious determination when they search for 'gold coins' under the rice in a deep container. Children count the coins that they have collected. They begin to understand that the last number they say tells them 'how many'. Children continually make connections between past, present and future events. For example, they remember that there were golden coins in a story about the Chinese New Year. All children make good progress in their learning.

Following the COVID-19 pandemic, the childminder and parents worked together to promote children's physical and emotional well-being. This helped children to become keen and confident participants in group activities. The childminder unfailingly models the composed and caring behaviour that she expects children, of all ages, to work towards achieving. Children learn to be extremely considerate of each other's needs. Children extend their learning to their imaginative play. For example, they make sure that small-world people queue politely for a turn on the boat.

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

- The childminder evaluates her provision and seeks out opportunities for professional development. She uses what she learns to enhance her practice. The childminder attended training about changes to local arrangements for supporting children with special educational needs and/or disabilities. The training strengthened her existing knowledge. She knows how to seek timely advice, should a child's progress give cause for concern.
- The childminder teaches children to follow consistent, well-thought-out rules. Children show visible pride when the childminder sees and praises their behaviour. This promotes children's self-esteem really well. Children notice and talk about differences between the rules at home and rules at the childminder's. The discussion deepens children's understanding about why there are boundaries for their behaviour. Children therefore learn to exercise thoughtful self-control.
- Children are eager to select books for the childminder to read with them. She reads and repeats alliterative phrases, such as 'fearless firefighter' and 'gentle giraffe'. This helps children to notice the beginning sounds of words. It prepares them well for learning to read. Reading with the childminder helps children to continuously extend the number of words that they know and use.
- The childminder builds children's next steps in learning, such as learning words

about size, into the day's events. When children pick up a set of measuring spoons, she says 'there is a big one, a bigger one, and an even bigger one'. Children therefore hear words about relative size while they play. However, there are occasions when the childminder asks children unneeded questions. Children find ways of not engaging with the questions. For example, they pretend not to hear. This does not promote children's swiftest possible progress.

- The childminder's curriculum helps children to learn about the wider world. Children ask the childminder what sushi is and she adds it to the shopping list. They go to the shop for sushi and try eating some. This helps to broaden children's knowledge about food that comes from different countries and communities. Children watch the work at a local construction site. They learn the names of the vehicles and materials. They talk about the jobs that people do.
- Well-planned activities promote children's physical development. Children stand to scoop and pour rice. This helps them to develop balance and core strength. Children show the inspector that they have learned to use a fork to keep their snack-time bananas still. They tell her that you have to 'cut really hard' with the knife. This promotes children's two-handed coordination. Children's eagerness to apply new knowledge shows that they are becoming successful learners.
- Parents say that children 'make special memories' with the childminder. They are pleased that she shares information about activities and children's progress with them. Parents say that this enables them to extend children's learning at home. The childminder works closely with parents to prepare children for starting school. For example, everyone uses the same words and strategies to help children to become independent in using the toilet.

Safeguarding

The arrangements for safeguarding are effective.

The well-organised childminder keeps all required records. She shares them with parents as appropriate. Parents feel that their confidential information is kept safe. The childminder seeks their permission before taking and storing photos of children. The childminder refreshes and adds to her knowledge of child protection matters. She knows what to do if she is concerned about children's welfare. The childminder identifies and minimises risks to children's health and safety. Children follow hygiene routines that help to prevent cross-infection. They use the 'sneeze station' and dispose of their tissues hygienically. Children learn the importance of taking regular drinks of water to keep them hydrated.

What does the setting need to do to improve?

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

- consider more carefully whether a question will extend or interrupt children's thinking and learning.

Setting details

Unique reference number	EY420968
Local authority	Cheshire West and Chester
Inspection number	10263500
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 9
Total number of places	6
Number of children on roll	4
Date of previous inspection	3 May 2017

Information about this early years setting

The childminder registered in 2011 and lives in Winsford. Her provision operates from 7.30am to 5pm, Monday to Friday, during school terms. The childminder holds a qualification at level 3. She provides funded early education for three-year-old children. The childminder is eligible to provide funded early education for two- and four-year-old children.

Information about this inspection

Inspector
Susan King

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the setting.
- The childminder and the inspector discussed the childminder's plans for the morning. They considered the impact of activities on children's progress.
- The inspector observed interactions between the childminder and the children. She spoke with and listened to children.
- The inspector read written feedback from parents and one parent spoke with her. 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.

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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