

# Childminder report

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Inspection date: 11 May 2023

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| <b>Overall effectiveness</b> | <b>Good</b> |
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|--------------------------|-------------|
| The quality of education | <b>Good</b> |
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|                         |             |
|-------------------------|-------------|
| Behaviour and attitudes | <b>Good</b> |
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|----------------------|-------------|
| Personal development | <b>Good</b> |
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|---------------------------|-------------|
| Leadership and management | <b>Good</b> |
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|----------------------------------------------|------|
| Overall effectiveness at previous inspection | Good |
|----------------------------------------------|------|

## What is it like to attend this early years setting?

### The provision is good

Children move around the childminder's home with confidence. They invite the inspector into the home and are eager to show the toys that they are playing with. The childminder has a loving and caring approach towards children. She is very nurturing and attentive to their needs. This results in children appearing happy and content in the warm and welcoming home. Children demonstrate that they feel safe and emotionally secure. The childminder is a good role model. She respects children's views and allows them choices. The childminder promotes good manners and encourages children to copy her actions and words. For example, she encourages children to say 'please' and 'thank you'. From a young age, children learn to listen and follow simple instructions as they carry out familiar daily routines. Children's behaviour is good.

Children have lots of opportunities to play and learn in the carefully planned environment while still having a home-from-home experience. For example, young children sit with the childminder on soft and comfortable cushions. They snuggle in to look at their favourite books and pictures. Children have great opportunities to extend their physical skills. For example, they dance and move their bodies to music and carry out actions to familiar rhymes. Furthermore, children maintain great focus and determination as they clutch small jigsaw pieces and place them precisely into the correct space.

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

- The childminder has a positive and passionate attitude. She confidently identifies what is working well, regularly reflecting on her practice and the learning opportunities she provides for children. She attends training to keep up to date with any changes and meets with other childminders to share ideas. This results in her having a clear and effective approach to offering the best care and learning opportunities to children.
- Children are making good progress. The childminder knows what children can already do and considers their current interests. She plans activities to support their next stage of development. However, sometimes, the childminder over-directs children's play and does not always identify when they would prefer to play independently or explore their own ideas. On these occasions, children lose interest quickly and are prevented from maximising their learning.
- The childminder incorporates mathematical language into daily routines and play. For example, she supports children to count how many pieces of chalk they have and uses puppets to attract their attention to sing number songs. This supports the development of children's early mathematical skills well.
- The childminder promotes children's communication and language. She continually talks to children and introduces new keywords, such as 'bang',

'shake' and 'shine', for them to hear as they play. Children listen intently and attempt to repeat the words afterwards. As a result, children are chatty and are becoming confident communicators.

- Children's good health is a priority. Hygiene procedures are carried out well. For instance, the childminder encourages children to wash their hands before handling food and explains that it is to wash away dirt and germs. Furthermore, the childminder provides children with regular drinks and healthy snacks, such as fruit. Consequently, children are learning the importance of leading a healthy lifestyle.
- The childminder has good relationships with parents. She has daily chats with parents and regularly engages with them throughout the day by sending messages and photos of what their children are doing. Parents give positive feedback about the childminder. They comment that they feel confident and happy that their children's needs are being met. However, the childminder does not always consider ways to further support parents to continue their child's learning at home.
- The childminder takes children out and about in the local community. For example, they attend playgroups and enjoy trips to the park. This helps to enhance children's physical and social skills.
- Children carry out tasks for themselves. For example, they select toys that interest them and are supported to tidy them away when they are finished playing with them. Furthermore, children feed themselves at snack time. This helps to develop their independence and self-care skills.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good knowledge and understanding of her role and responsibility to safeguard children. She has policies in place that she regularly reviews. The childminder attends training to keep herself up to date with any changes and additional information, including the 'Prevent' duty. Furthermore, she is confident in the procedures to follow should she have any concerns about children's welfare. The childminder continually assesses her home and surrounding areas for any risks. Any potential hazards that are identified are minimised to help to ensure that children can play safely.

## What does the setting need to do to improve?

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

- extend opportunities for children to carry out activities in their own way without over-directing their play to maximise their learning experiences
- build on the good partnerships with parents further and support them to continue their children's learning at home.

## Setting details

|                                                    |                                                                                   |
|----------------------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>                     | EY421588                                                                          |
| <b>Local authority</b>                             | Cheshire West and Chester                                                         |
| <b>Inspection number</b>                           | 10285813                                                                          |
| <b>Type of provision</b>                           | Childminder                                                                       |
| <b>Registers</b>                                   | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Day care type</b>                               | Childminder                                                                       |
| <b>Age range of children at time of inspection</b> | 1 to 15                                                                           |
| <b>Total number of places</b>                      | 6                                                                                 |
| <b>Number of children on roll</b>                  | 8                                                                                 |
| <b>Date of previous inspection</b>                 | 19 October 2017                                                                   |

## Information about this early years setting

The childminder registered in 2011 and lives in Weaverham, Cheshire. She operates all year round from 7.30am to 5pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a recognised early years qualification at level 3.

## Information about this inspection

**Inspector**  
Kellie Lever

## 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.
- The inspector spoke to the childminder at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided and assessed the impact on children's learning.
- The inspector observed the interactions between the childminder and the children.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector took account of parents' comments about the setting.

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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