

Childminder report

Inspection date: 16 December 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	Good
--	------

What is it like to attend this early years setting?

The provision is good

Children arrive at this warm and caring setting with smiles on their faces, ready to start their day. They regularly seek out the childminder and any assistants she may have for a cuddle. This demonstrates that children feel happy and safe during their time in this nurturing environment. The childminder plans activities according to children's likes and interests. For example, children enjoy playing tabletop games. They listen intently during games and are able to follow instructions. This helps to promote children's listening and attention skills. Children are continually praised for their achievements and encouraged to take part in activities. Consequently, this promotes high levels of self-esteem and a positive attitude to learning.

The childminder plans lots of opportunities for children to play imaginatively. Children spend time engaged in role play. For example, they pretend to cook food in the play kitchen and proudly serve it to their peers and adults. Children enjoy dressing up in princess dresses and delight as they twirl and spin while confidently singing along to familiar songs. This enables children to express themselves and play creatively.

The childminder is a positive role model for the children. Children are encouraged to be kind to each other and to express how they feel. Children behave well and are taught to share and take turns when playing. This helps them to be kind and considerate of others from an early age.

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

- Children are given many opportunities to develop their communication and language skills. They develop a love of books as they choose from a wide selection of stories. The childminder and any assistants carefully model the correct language to children and introduce them to new words as they play. This helps to build a wide range of vocabulary and develop early language skills.
- The childminder plans a well-balanced curriculum, which is designed around what children can do and what she wants them to learn next. She uses effective assessment strategies to monitor their progress and plan for children's next steps. Children generally make good progress. However, at times, adult-led activities do not provide all children with opportunities to extend their learning further.
- The childminder provides a varied range of creative activities. For example, children use potatoes to print Christmas lights onto large pieces of paper. The childminder talks to them about the colours they use and counts the number of lights they stamp onto the paper. This helps to support their mathematical development.
- Children enjoy time in the garden. They are supported to climb up ladders and

go down the slide. The childminder teaches children to move their legs back and forth as they learn how to use the swing. Children use their feet to push themselves along on ride-on toys. Consequently, children use their large muscles and develop good physical skills.

- The childminder is committed to the continuous development of the care and education provided. She regularly reflects on her practice and that of any assistants. She completes and organises regular training to enhance their skills and knowledge. This helps to continually reflect and improve the quality of the provision for the children in her care.
- The childminder is meticulous in accessing any potential risks in the environment. Daily checks of the indoor and outdoor areas ensure a safe space for children to play. Hygiene procedures are good as children learn to wash their hands before they eat and after using the toilet. This helps to keep children safe and healthy.
- Children's independent skills are generally encouraged well. For example, children learn to put on their own shoes and coats before they go outside to play. However, the childminder does not always provide children with further opportunities to develop their independence in preparation for their next stage of learning.
- Parents report that their children enjoy their time with the childminder and that they have formed very strong bonds with her and any assistants. The childminder gives parents daily feedback about what children have been learning during the day. They also receive regular updates online regarding their children's progress. This helps to support positive relationships with parents and continuity of care.

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:

- strengthen the organisation of activities to extend children's learning further, focusing precisely on their next steps of learning
- provide children with further opportunities to promote their independence during their daily experiences.

Setting details

Unique reference number	EY442662
Local authority	Cheshire East
Inspection number	10363902
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	0 to 4
Total number of places	12
Number of children on roll	8
Date of previous inspection	15 January 2019

Information about this early years setting

The childminder registered in 2012 and lives in Wilmslow. Her provision operates all year round, from 8am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for children aged from nine months. She holds a qualification at level 3. The childminder works with an assistant.

Information about this inspection

Inspector

Janine Tours

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 inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector carried out a joint observation of group activities with the childminder.
- The childminder provided the inspector with a sample of key documentation.
- The inspector spoke with parents during the inspection and took account of their views.
- The inspector observed the interactions between any assistants the childminder may have and children.

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