

Childminder report

Inspection date: 17 November 2023

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

The childminder provides a home-from-home environment, where children are happy and safe. Children have a strong sense of belonging and are self-assured. The childminder encourages children to investigate and to learn through the process of trial and error. She has devised a curriculum that is built on what children already know and can do. This helps children to have positive attitudes towards their learning and they behave well. Children enjoy being imaginative and pretend to have 'magical powers' while drawing.

The childminder supports children's independence effectively. She encourages them to take care of their belongings and supports them to put on their shoes. Children take pride in their achievements and are keen to showcase their artwork. The childminder helps to prepare them for their next stages in learning. She talks to children about their feelings in relation to moving on to school. Children gain high levels of self-confidence and are emotionally secure.

The childminder promotes children's large-muscle skills incredibly well. She provides them with physical challenges, such as using climbing apparatus at the park. Children delight in these experiences and show excellent physical dexterity. They giggle while learning new ball skills and dance moves.

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

- The experienced and dedicated childminder leads her setting with passion and determination. Self-evaluation is accurate and includes the views of parents and children. The childminder's capacity to improve is good.
- The childminder has a secure understanding of child development. She uses this knowledge to design a personalised curriculum. Children demonstrate high levels of engagement and relish the array of activities on offer. They are enthralled while learning about autumn. Children confidently count beyond 10 and discuss the properties of different shapes.
- The childminder promotes children's love of reading exceptionally well. Children delight in visiting the library. They select books to read and enact roles of their favourite characters. Children develop an early awareness that print carries meaning.
- Overall, partnership working is good. Links with parents and childcare professionals are rooted in trust and respect. However, the childminder has not thought of other ways to consistently involve parents in the progress check completed for children aged between two and three years old.
- The childminder teaches children about good hygiene practices. Children are confident to take care of their personal needs. They discuss the importance of visiting the dentist and washing their hands before eating. The childminder is a

positive role model and helps children to understand what a healthy lifestyle consists of. Children develop an excellent awareness of why it is important to eat healthily and exercise.

- In the main, the childminder teaches children well about the world that they live in. Children enjoy learning about the natural world. They search for bugs outdoors and like to go on nature walks. However, the childminder has not fully considered ways to teach children about similarities and differences, with reference to different people and communities.
- The childminder is skilled in supporting children's communication and language skills. She teaches them new words and listens to them with interest. Children engage in rich conversations and quickly learn letters and the sounds that they represent. They are confident communicators, who use a wide range of vocabulary.
- The childminder has established an excellent programme of professional development. She keeps up to date with mandatory training and shares best practice with other childminders. She uses the knowledge gained from training to adapt her practice. For example, training in child development has given her a greater understanding of how to support children's large-muscle skills through dance.

Safeguarding

The arrangements for safeguarding are effective.

The childminder attends child protection training and understands local safeguarding procedures. She is aware of the steps to take if there is an allegation against herself or a family member. The childminder keeps abreast of changes in policy and legislation. She is aware of aspects of safeguarding, such as female genital mutilation and radicalisation. The childminder conducts risk assessments and ensures that her premises are safe. She teaches children about online and road safety. The childminder ensures that children are supervised with vigilance and that ratios are met.

What does the setting need to do to improve?

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

- strengthen parental involvement in the progress check completed for children aged between two and three years old
- develop children's awareness of differences and similarities, with particular reference to understanding different people and communities.

Setting details

Unique reference number	EY443297
Local authority	Cheshire East
Inspection number	10305031
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	2 to 2
Total number of places	6
Number of children on roll	1
Date of previous inspection	8 February 2018

Information about this early years setting

The childminder registered in 2012 and lives in Congleton, Cheshire. She operates all year round, from 7am until 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an early years qualification at level 3.

Information about this inspection

Inspector

Luke Heaney

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 her provision.
- Relevant documentation was checked and discussed, such as training certificates. The inspector reviewed the childminder's self-evaluation and checked evidence of her suitability.
- The inspector viewed the premises and discussed the intent of the curriculum during a learning walk.
- The inspector observed interactions between the childminder and the children. He spoke with children throughout the inspection.
- The inspector took account of the views of parents and carers.

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 2023