

# Childminder report

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Inspection date:

21 September 2022

|                              |             |
|------------------------------|-------------|
| <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> |
|----------------------|-------------|

|                           |             |
|---------------------------|-------------|
| 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 are very happy and settled in the calm and welcoming environment. They form secure attachments with the childminder. Children confidently involve the childminder in their games as they play with their friends. The childminder has high expectations for all children. As a result, children are enthusiastic and motivated to learn. The childminder engages children in a lively discussion about animals that they saw on a recent day out. Children demonstrate their recent learning and explain that some animals are called 'reptiles'. Children enjoy listening to stories and eagerly join in with repeated phrases. They understand that 'tidy-up time' signals that it is time for them to put their toys away and prepare for the next part of the routine.

Behaviour is very good. Children show care and concern for others and help each other to complete tasks. When children have accidents, their friends are kind and help them to feel better. The childminder encourages children to recognise their own achievements. She uses praise consistently and this results in children who are happy and thrive in the care of the nurturing childminder. Following the COVID-19 pandemic, the childminder has noticed that children have limited opportunities available to help develop their social skills. Therefore, she regularly takes children to toddler groups and story time at the library. As a result, children are confident in social situations.

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

- The childminder provides children with a curriculum that builds on what they already know and can do. She uses assessment effectively to identify what children need to learn next. As a result, children make good progress from their starting points.
- Children are motivated to learn. They focus for considerable time on activities and resources that interest them. Older children happily select toys and play imaginatively. However, younger children are not always able to make independent choices about what they will play with because they cannot always access resources. This means younger children are not always able to follow their emerging interests.
- Children's communication and language development is a key focus of the childminder. She talks to the children as they play and introduces new vocabulary. Children thoroughly enjoy song time. They enthusiastically take turns to select a prop and join in with the corresponding action rhyme. Children develop their communication skills.
- The childminder uses children's interests to support her curriculum delivery. For example, children really enjoy playing with play dough, which helps the development of their hand muscles. They delight in talking about the different

colours and roll the dough into shapes and balls. The childminder skilfully introduces mathematical concepts as children play. The children learn about numbers as they count the balls, and they also discuss shape and size. These experiences help children develop the skills needed for when they start school.

- The childminder teaches children about the local community. Children enjoy visits to the library, shops and parks. These visits provide children with the opportunity to develop their social skills. However, opportunities for children to learn about different cultures, faiths and religions have not yet been explored. This means children's understanding of diversity in modern Britain is less well developed.
- Older children are independent. They show great pride as they help to set the table for snack and serve their own food. The childminder enables children to express their preferences as she offers options. Children learn that they all like different foods. This helps children feel secure as they learn about what makes them unique.
- Partnerships with parents are strong. Parents appreciate the care provided by the childminder. They are particularly pleased with the photos they receive that show their children's experiences. The childminder gives advice to parents on how they can help support children's development. As a result, children benefit from a consistent approach to their learning.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a thorough knowledge and understanding of the signs and symptoms that may indicate a child is at risk of harm. She understands the procedures to follow, and the appropriate agencies to contact, should there be any concerns about a child's safety or well-being. The childminder completes training to support her role as designated safeguarding lead and ensures that her knowledge remains up to date. The childminder's playroom is well organised and is a safe environment in which children can play. Children learn about road safety while on outings; they discuss how they hold hands and look both ways. This helps to keep children safe.

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

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

- consider the organisation of the learning environment so babies and younger children are able to independently explore and follow their interests
- enhance the curriculum to help children to consistently understand differences and similarities between people, cultures and communities different to their own.

## Setting details

|                                                    |                                                                                   |
|----------------------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>                     | EY446978                                                                          |
| <b>Local authority</b>                             | Cheshire West and Chester                                                         |
| <b>Inspection number</b>                           | 10235781                                                                          |
| <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 3                                                                            |
| <b>Total number of places</b>                      | 6                                                                                 |
| <b>Number of children on roll</b>                  | 6                                                                                 |
| <b>Date of previous inspection</b>                 | 8 November 2016                                                                   |

## Information about this early years setting

The childminder registered in 2012 and lives in Winsford, Cheshire. She operates her provision all year round, from 8am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3.

## Information about this inspection

### Inspector

Deborah Magee

### 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 observed the quality of education being provided, indoors and outdoors.
- The childminder and the inspector discussed how the curriculum is implemented and the impact that this has on children's learning.
- The childminder provided the inspector with a range of 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.

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