

Childminder report

Inspection date: 12 June 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 excitedly walk together up the childminder's garden, to play in her well-organised cabin. The childminder provides children with an enriching environment that supports them to be eager to learn. She has a clear curriculum. This focuses on children being able to develop their confidence and resilience to try hard in their learning. The childminder supports children to lead their own play. She encourages them to make choices and develop their preferences as they independently select from a vast range of good-quality resources. Children make good progress in relation to their starting points.

Children relish being in the presence of the childminder. They form lovely bonds with her, seeking her out for cuddles. This helps children to feel a strong sense of security and promotes their well-being. The childminder supports children to interact positively with their peers and adults. Children develop high levels of self-esteem and self-awareness. For example, children ask the inspector to look after their dolls while they play with other resources and they offer to draw a portrait of her. Children show they are strong and creative communicators. The childminder offers some prompts and suggestions to extend children's play and ideas. This helps children to remain engaged and content in their learning. The childminder is alert to children's individual needs. She manages their expectations well during times of transition. The childminder provides children with thoughtful explanations about their behaviour choices. As a result, children behave exceptionally well and play together harmoniously.

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

- The childminder builds positive relationships right from the very beginning. Prior to starting, the childminder suggests that all families meet her at a local toddler group or park. This helps new children to gradually build up familiarity with the childminder and in turn helps her to learn about the child. This better prepares children for a smooth transition when they start.
- The childminder clearly identifies the most important skills she wants children to gain to prepare them for the future. She considers children's confidence and independence a priority. For example, knowing children will need to master balancing a tray, to carry their lunch when they start school, the childminder provides opportunities for them to develop their co-ordination and balance skills early on. This enables children to be confident to apply these skills in the future and develop their physical skills.
- Children's previous experiences and unique characters are used in curriculum planning. The childminder includes opportunities for children to learn about festivals and traditions that are important to the families that use her provision. She plans specific outings to places she knows children have never been to. This

helps them to form long lasting memories. The childminder successfully helps children to broaden their awareness of the wider world and shares information with parents which enables them to continue to develop children's interests when at home.

- The childminder accesses training courses. For example, she has completed training on the benefits of singing to children. She has introduced a hand-washing song, which helps children to remember how to wash their hands. The childminder has introduced props to help the youngest children engage in singing and action songs more. Children broaden their vocabulary and, through the songs, remember and recall new knowledge.
- The childminder gives clear explanations to children about why some actions and behaviours are unsafe. She reinforces the correct behaviours using praise and gentle reminders. This helps children to understand right from wrong and apply this in their play and interactions. Children instinctively know to help to soothe their friends after an accident. This is because they have previously seen the childminder model kindness. Children show they are learning to consider others' needs and develop empathy.
- The childminder is very clear about what she intends individual children to learn. She provides activities and experiences that fulfils her planned intentions. However, occasionally, the childminder does not provide a balance of adult and child-led learning. For example, the childminder does not always provide more structured learning opportunities for older children to consolidate their knowledge and introduce them to new learning.
- Two-year-old progress checks are completed to align with health visitor checks. The childminder accurately identifies if additional support or ongoing closer monitoring of children's progress is required. This ensures parents can share up-to-date information with other professionals and children can receive help if needed.

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:

- provide more opportunities for structured learning for older children, to help them to consolidate and develop new knowledge.

Setting details

Unique reference number	EY472430
Local authority	Cheshire East
Inspection number	10350597
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 4
Total number of places	6
Number of children on roll	9
Date of previous inspection	3 December 2018

Information about this early years setting

The childminder registered in 2014 and lives in Hassall Green. She 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 two-, three- and four-year-old children.

Information about this inspection

Inspector

Dee White

Inspection activities

- The was the first inspection the childminder 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 her evaluations.
- The childminder explained to the inspector how they organise their provision, including the aims and rationale for their curriculum.
- The inspector observed the interactions between the childminder and children.
- The inspector spoke to grandparents during the inspection, read written testimonials about the childminder's provision from parents and took account of these views.
- The childminder and inspector discussed how the curriculum is implemented and the impact this has on children's learning.
- The childminder provided the inspector with a sample of key 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.

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