

Childminder report

Inspection date:

1 September 2022

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Overall effectiveness at previous inspection

Outstanding

What is it like to attend this early years setting?

The provision is outstanding

Children eagerly arrive at this inspiring setting with great enthusiasm to start their day and meet their friends. They have formed very strong attachments with the warm and nurturing childminder. The childminder knows the children in her care extremely well, and they confidently chat to her about their thoughts and interests throughout the day. Her real passion for the role is shown in abundance. The childminder ensures she plans activities which excite and motivate all children. For example, children of all ages eagerly arrive at the setting with real anticipation. They dress up as wizards, ready to take part in a 'magic'-themed day.

The childminder has very high expectations of children's behaviour. Children understand the boundaries set and follow these consistently. They know to sit at the table when eating and use this as a social time to chat to each other. Children show great independence and are extremely confident to talk about what they are doing and ask valuable questions. Children show a huge amount of mutual respect for one another and form very strong friendships. All children thrive in this deeply caring and inclusive environment.

The childminder provides many wonderful learning opportunities, both indoors and outdoors. For example, children learn about the world around them through visiting local parks, National Trust sites and community areas. They learn about nature through exploring wooded areas, growing vegetables and taking care of animals. Children develop a real sense of community on their regular outings around the village. This helps to develop a real sense of belonging. During the COVID-19 pandemic, the childminder kept in touch with families and sent them regular videos of herself reading stories. This helped to provide a consistency of care.

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

- The childminder knows the children in her care extremely well. She has a thorough understanding of how children learn. This superb knowledge is used to meticulously plan activities and learning opportunities. Children develop their next steps in learning through consistently building on their knowledge and skills over time. For example, children recall past activities when they made a volcano and wanted to make their potion explode in the same way. This means children's knowledge is learned over time and they are using excellent memory skills as they remember what they have learned.
- Children's communication and language skills are given high priority. They are continually introduced to new vocabulary as they engage in conversations and activities with the childminder. For example, children learn words like 'calming' and 'camomile' as they mix the ingredients to make their 'magic' bath potions. The childminder acts as a positive role model as she repeats what children say in

order to consistently consolidate their learning. Therefore, children are confident communicators as they increasingly use language to express their thoughts and ideas.

- Children enjoy a wide selection of books and often ask the childminder to read stories to them. The childminder reads with great expression, which keeps children engrossed in the story. She explains in detail what words mean, to deepen their understanding of vocabulary. Hence, this promotes a love of reading from an early age.
- Parents are overwhelmingly happy with the care the childminder provides. They say the childminder is like part of their family and praise the effort she puts in to ensure children have an array of fantastic learning experiences. The childminder communicates with parents regularly through messages and daily discussions. She gives parents ideas about how they can support children's learning at home and parents feel extremely well supported. This promotes exceptional partnerships with parents.
- Children enjoy lots of time outdoors as they use the well-resourced garden at the childminder's home. They explore the adventure play area by using ladders, a climbing wall and slide. They exude confidence as they are supported to take appropriate risks. For example, young children are supported by the childminder to scale the climbing wall up onto a platform. This supports their physical development to the highest level and builds resilience.
- The childminder is extremely committed to her own professional development and continually seeks out training and research. She centres around children's specific interests and current learning styles. This contributes to maintaining quality teaching which is inspiring and supports children's learning to the highest level.
- Children learn about the lives of others who may be different from themselves. This is skilfully weaved into everyday teaching and conversations. The childminder also introduces children to other cultures and beliefs through stories. Children learn about festivals which are different to theirs and how these are celebrated. This means children are well prepared for life in modern Britain.

Safeguarding

The arrangements for safeguarding are effective.

The childminder regularly updates her safeguarding training. She has an excellent understanding of the signs and symptoms of abuse and regularly refreshes her knowledge of these through information cards. The childminder has a thorough understanding of how to respond to any allegation made against herself or a member of her household. The childminder is extremely vigilant with assessing any potential risks. For example, children understand to be gentle with the family cat and know that when she flicks her tail, she does not want to play. Therefore, children are taught how to keep themselves safe.

Setting details

Unique reference number	EY477677
Local authority	Cheshire West and Chester
Inspection number	10231890
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 10
Total number of places	6
Number of children on roll	17
Date of previous inspection	21 September 2016

Information about this early years setting

The childminder registered in 2014 and lives in Moulton, Northwich. Her provision operates all year round from 7.30am to 6pm, 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

Janine Tours

Inspection activities

- This was the first routine inspection the provider 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 their evaluation of the provider.
- 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 spoke to children to find out about their time at the setting.
- The inspector spoke to parents during the inspection, viewed their written feedback and took account of their views.
- 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.

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