

Childminder report

Inspection date: 13 June 2022

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children have a lovely time at the childminder's. They play happily with their friends and develop close relationships with the childminder and her assistants. Children play in dedicated playrooms that provide stimulating resources for all ages. They have access to outdoor learning daily. Children are safe and settled.

Children take part in activities that have been carefully planned to further their learning. The childminder has high expectations of children, which helps them to make good progress. Children sing along enthusiastically to songs, such as 'Hickory Dickory Dock', joining in with the actions. They are encouraged to make their own choices and take turns as they each pick a nursery rhyme to sing.

Children behave well. For example, when it is time to tidy up and sit down for snack, children know the routine and follow the childminder's instructions. Children are kind and polite to one another. Snack time is a social occasion, where children gather to develop their communication skills and learn about healthy eating. Children of different ages play happily alongside one another.

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

- The childminder knows the children well and focuses teaching on what children need to learn next. She assesses children regularly and plans interesting activities to help children to achieve their next steps in learning. For example, children learn the rhyme 'Incy Wincy Spider' by creating their own pictures. Children develop their hand to eye coordination as they use glue spreaders and pick up small pieces. This helps children to remember the new things they learn.
- The childminder supports children to develop their mathematical skills. For example, children are regularly encouraged to count in their play. The childminder introduces the names of different shapes and children are encouraged to think about the sizes of different resources. This helps to develop children's knowledge of mathematical concepts.
- Story time is fun and engaging for some children. The childminder asks thoughtful questions that encourage pre-school aged children to think deeply about the story. However, younger children lose focus when questions are asked as the flow of the story is interrupted. The activity is too challenging for them. This means that some children do not achieve the intended learning from the activity.
- The childminder is responsive to the needs of children. For example, when babies are hungry or tired, she recognises their cues and responds appropriately. This contributes to the strong bonds that the childminder has with children. This helps to build children's confidence and self-esteem.
- Children develop their independence skills. For example, when children wash

their hands with cloths in a bowl, even the youngest children have a go themselves. This helps children to develop the skills they need to care for themselves.

- The childminder and her assistants regularly take part in courses to promote their professional development. For example, they have received training on speech and language, which helps to support children's communication. This information is shared with parents to promote continuity between the childminder and home.
- Children have a positive attitude to learning. They remain engaged in activities for extended periods of time. For example, children learn about different textures as they play with star shaped dough and bread, along with rice. They listen to the nursery rhyme 'Twinkle, Twinkle, Little Star', which helps to create a multisensory experience. Babies taste the resources and delight in pouring rice through their fingers. Children show curiosity and enjoy exploring.
- The childminder does not always effectively evaluate the environment to ensure it is the best possible environment for learning. For example, nursery rhymes frequently play in the background. At times, this distracts children from their learning, particularly during small-group activities. Some children struggle to focus when the childminder sings other nursery rhymes to them.
- Parents are very happy with the care that the childminder provides. They value detailed conversations when they pick children up. Parents receive regular assessments, which helps them to understand their children's progress and what they can do to support their learning at home.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has good knowledge of different types of abuse and what signs to be alert to. She knows how to report any concerns she has. She takes part in regular training to keep her knowledge up to date. A separate sleep area is provided with cots and sleep mats. The childminder regularly checks on children and listens to them through a monitor. The front door is locked, and the garden area is secure. Safety gates are used throughout the premises to ensure children are kept safe and do not have access to the kitchen area. Allergies are catered for with robust procedures, which help 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:

- reflect on the learning environment, to limit background music, so that children can focus as they learn and play
- consider how learning experiences, particularly at group times, are tailored to meet the needs of all children.

Setting details

Unique reference number	EY479316
Local authority	Cheshire East
Inspection number	10236397
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	12
Date of previous inspection	2 November 2016

Information about this early years setting

The childminder registered in 2014. She lives in Holmes Chapel, Cheshire. She works with two assistants. The childminder operates all year round from 7am to 6pm, Monday to Friday. She holds an appropriate childcare qualification at level 3.

Information about this inspection

Inspector

Amanda Richards

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 childminder.
- The childminder and inspector completed a learning walk and discussed the early years curriculum provided.
- Children communicated with the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- Parents shared their views of the setting with the inspector.
- The inspector carried out a joint observation with the childminder.
- 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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