

Childminder report

Inspection date: 3 October 2019

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Requires improvement

What is it like to attend this early years setting?

The provision is good

Since the last inspection, the childminder has taken positive steps to address weaknesses and raise the quality of her practice. She has taken on board guidance from the local authority adviser and attended further training to develop her skills. The childminder recognises that she can do even more to strengthen her links with other settings and broaden children's experiences in the community.

Children respond very well to the childminder's calm and nurturing approach. They enjoy her company and they are keen to involve her in their play. They show that they feel safe and happy as they move freely around her home. Children demonstrate positive attitudes to learning. They eagerly join in with sensory activities that promote their early mathematical skills. Older children are confident to make their own choices and express what they want to play with.

The childminder aims to support children to become confident individuals and prepare them for when they go to school. She promotes children's communication skills well and develops their vocabulary, for instance, by talking and reading stories. The childminder teaches children about right and wrong. She tells children when they are not being very kind and reminds them of the house rules.

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

- The childminder organises her setting well. The playroom is inviting and set out well with a good selection of activities to promote all areas of the curriculum. Parents say, 'The childminder provides a happy and stable environment, where children form friendships and make great progress'.
- The childminder uses her experience and what she knows about children to plan interesting experiences that support children's next steps in learning. She provides clear explanations to help children understand. For example, she carefully explains the difference between dinosaurs and unicorns. Children progress well and develop in line with levels expected for their age.
- Children are well cared for. They have close bonds with the childminder. One of the childminder's strengths is her commitment to offering nutritious meals for children to eat. Parents praise her 'high standards of lovely home-made food'. This benefits children's physical well-being.
- The childminder promotes positive behaviour well. She expects children to use good manners, such as asking to leave the table when they have finished eating. She praises children's mark-making skills and places their work on display. This helps children to feel proud of their achievements.
- The childminder sponsors a child in Africa. She uses this to educate children about how others live in the wider world. For example, she shows children where Africa is on the map. She encourages children to dress up and dance to

African music and explains how adults carry babies on their back.

- The design of the rear garden provides challenge for children. Here, they learn to take supervised risks, such as climbing the steps. The childminder uses the pond in the front garden to promote valuable experiences. She supervises children as they learn about nature and the life cycle of tadpoles.
- The childminder evaluates her practice and keeps up to date with relevant changes. She attends regular briefings with the local authority and uses new knowledge to strengthen her teaching. For example, a session about storytelling helped her to be more engaging when reading stories to children.
- The childminder builds strong partnerships with parents. She updates parents on children's progress, for instance, during Saturday coffee mornings. Parents value the childminder's advice on matters such as how to manage sleeping or biting issues.
- Links with other settings are improving. The childminder has made some efforts to share information with nursery staff. However, she recognises this process needs to be stronger to help her plan even more challenging activities for individual children.
- Children embark on some outings, for instance, when they walk to the local farm shop. However, they do not have enough rich and varied opportunities to explore and learn about people and places in the local community.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her role and responsibility to keep children safe from harm. She knows how to recognise possible signs of abuse and how to respond promptly to any concerns about children. The childminder has attended training on wider safeguarding issues, including how to identify signs of radicalisation. She takes steps to minimise risks to children's safety, for example, by making sure that cupboard locks are fitted in the kitchen so that children cannot access hazardous items.

What does the setting need to do to improve?

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

- strengthen ways to engage more effectively with other settings children attend to help inform planning and teaching, so that children make even greater progress
- increase opportunities to expand children's experiences and learn more about people and places in the local community.

Setting details

Unique reference number	402372
Local authority	Cheshire West and Chester
Inspection number	10086360
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 8
Total number of places	6
Number of children on roll	7
Date of previous inspection	21 November 2018

Information about this early years setting

The childminder registered in 2001 and lives in Tarporley, Cheshire. She operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays.

Information about this inspection

Inspector
Jan Linsdell

Inspection activities

- The inspector talked to the childminder about how she organises her setting and how she plans and delivers the curriculum.
- A joint evaluation of an activity was carried out by the inspector and the childminder.
- The inspector held discussions with the childminder and children at appropriate times during the inspection.
- Parents provided written feedback that the inspector reviewed.
- The inspector looked at a sample of documents, including daily registers and evidence of the childminder's training.

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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