

# Childminder report

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Inspection date: 21 October 2019

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

## What is it like to attend this early years setting?

### The provision is good

The childminder provides children with a home-from-home environment. The children are very confident with visitors, and older babies actively include everyone in their play. The childminder provides children with a wide range of toys and equipment to explore. She has carefully selected these to support children's next steps in learning. She encourages them to make choices for themselves and lets them lead their play and learning. The childminder identifies where she can extend children's learning. For example, she encourages children to tap out rhythms on the pebbles they are playing with.

The childminder places a strong emphasis on developing children's speech and language abilities. Babies are introduced to new words, such as 'spiky', 'smooth' and 'rolling-pin', and enjoy some songs sung in German. The childminder actively works with parents and other professionals to support children with speech and language development delays. She is clear about her aim to help all children be as well prepared for the move on to school as possible.

Children are kind and caring towards their friends. The childminder helps them to play together and supports older pre-school children to develop ways they can successfully assist younger children to play in a group. She diverts unwanted behaviour in younger children, for example she encourages them to roll a ball to her rather than throw it during indoor play.

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

- The childminder has worked diligently to swiftly address the issues raised at the last inspection. She has followed the advice of other professionals, including the local authority advisers, to ensure training is undertaken which is relevant to the needs of the children she cares for and that her teaching is continually developing.
- The childminder has a clear understanding of children's abilities, their next steps in learning and how she intends to support these. Strong links between the childminder, children's parents and other settings mean that everyone is working towards supporting children's development in a coordinated and effective way.
- Children have a growing understanding of how to communicate. Young children and those with speech and language delays can have real conversations with the childminder. This is done through early speech and the use of sign language. The childminder uses her own clear speaking to support children to hear new words and hear how conversations and sentences are constructed. Props are used when singing and telling stories, to support children's concentration and ability to make choices, even when very young.
- The childminder is committed to providing a high-quality service that will meet

children's needs. She uses their interests to lead learning and introduces new ideas to children to expand their knowledge and interests. However, at the present time they are given fewer opportunities to explore a diverse range of people and communities.

- The childminder uses assessments effectively to identify next steps in learning and any concerns in children's progress. Parents are involved in assessments and the childminder and parents work together to obtain external support where this is necessary.
- Parents are delighted with the childminder's work with their children. They comment on how beneficial her excellent routine, clear boundaries, calm and caring nature and warm home environment have been for their children. They praise the wide range of activities provided and the fantastic support for language development. This includes the childminder's use of sign language and her creating resources to support non-verbal communication.
- The children are happy and confident. Babies giggle as they enjoy being bounced up and down during action rhymes. These warm and happy interactions could be developed further to help children build an even clearer understanding of their feelings and a stronger ability to express how they are feeling.
- Children learn to take risks and understand what rules apply to keep them safe, for example, when using the local play park's large equipment. They learn to be independent and manage their own hygiene needs. They sort their rubbish and recycling to help look after the environment. Young children start to understand cause and effect and show they can solve simple problems.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good awareness of child protection procedures. She knows what to do should she become concerned about a child or in the event of an allegation being made. She has undertaken additional training which has informed her about a wide range of risks. These may be relevant to children she cares for in the future. The childminder ensures her first-aid training is kept up to date and has appropriate first-aid equipment to attend to any emergencies. The childminder conducts regular risk assessments to further protect children.

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

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

- provide a rich set of experiences for children to help them learn about people and communities beyond their own experiences
- help children develop ways to describe feelings, to enhance their emotional literacy.

## Setting details

<b>Unique reference number</b>	304358
<b>Local authority</b>	Cheshire West and Chester
<b>Inspection number</b>	10084657
<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</b>	1 to 10
<b>Total number of places</b>	6
<b>Number of children on roll</b>	7
<b>Date of previous inspection</b>	7 November 2018

## Information about this early years setting

The childminder registered in 1993 and lives in Chester. She operates her service all year round from 7.45am to 5.30pm, Monday to Thursday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 2. She provides funded early education for three- and four-year-old children.

## Information about this inspection

### Inspector

Sarah Rhodes

### Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The childminder showed the inspector all areas of the house. She explained how she keeps children safe and provides interesting play spaces.
- During the inspection the childminder explained why she was undertaking the activities and how these supported children's learning.
- The inspector had discussions with the childminder and children. She looked at relevant documentation, such as children's records and the local authority's support plans.
- The inspector read parents' written testimonials and took account of their views.

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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