

Childminder report

Inspection date: 26 April 2022

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 are comfortable and happy with the childminder. They attend lots of different activities with her. For instance, children enjoy gymnastics classes, go swimming and explore the outdoors. This supports their physical development, health and well-being. Children learn how to care for living things. They regularly take the childminder's dog for walks around the local village and nearby towns. Children visit new places and meet new people. These experiences allow them to explore the world they live in and develop an understanding of their own place within it.

Children listen intently when the childminder reads stories to them. She uses an expressive voice and children point at the pictures. Children join in with familiar phrases in 'The Three Little Pigs' and repeat new words. This helps to develop their vocabulary. Children are motivated to join in with activities. For example, they develop hand-to-eye coordination as they enthusiastically thread beads, then divide the beads into cups of the same colour. The childminder knows what each child is working on and how to support their development. Children are challenged, which helps them to make good progress. Babies settle quickly with the childminder. She is nurturing and children are comforted by staying close to her. Children feel safe and secure in this setting.

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

- The childminder has a good knowledge of child development. She uses her wealth of experience to assess children's learning and to ensure they make good progress. The childminder plans next steps for children that take into account what they already know. For example, she encourages babies to explore their environment to build their confidence. Children's knowledge and skills develop over time.
- The childminder helps children to develop their independence skills. For example, children put on their own shoes and coats and learn to use the toilet without support. They are well prepared to start pre-school and school. The childminder works in close partnership with the local school. This means that important information is shared and promotes continuity in children's learning and care.
- Children are confident in their surroundings and happily play alongside one another. They enjoy playing with the toys that are put out for them. However, at times, their choices are limited. This is because many resources are kept in cupboards. Older children can freely access these. However, younger children and babies cannot. This means children are not always able to make their own choices, select their own activities and begin to direct their own play.
- Activities engage children and help them to develop their skills. For example,

children build the small muscles in their fingers and hands and develop resilience as they push pipe cleaners into an upturned colander. They find it a little tricky at first, but with the childminder's support they persist and achieve their aim. The childminder praises the children and they are delighted with their success. Children develop a sense of pride in their accomplishments which helps to build their self-esteem.

- Children listen to the childminder and follow her instructions well. She helps them to manage their emotions when things do not go their way. For example, some children do not wish to join in with gymnastics activities in their new class. The childminder gently encourages them to watch instead. This allows children to settle and helps them to feel secure. As they watch, the childminder talks about what is happening around them. This helps children to gain an understanding of the activities on offer for next time.
- Children form warm and caring relationships with the childminder. Their emotional development is well supported, which helps them to grow in confidence. When children seek comfort from the childminder, she readily offers cuddles and a hand to hold. She knows children well, which allows her to identify and respond to their needs. For example, when they are tired, babies feel content falling asleep in the childminder's arms before being placed in a cot. Children feel comfortable and secure with the childminder.
- Parents value the communication they receive from the childminder. They praise the daily conversations and regular messages they receive. The childminder shares children's progress with parents so that children can continue their learning at home. Parents comment that they 'couldn't be happier' with the care the childminder provides.

Safeguarding

The arrangements for safeguarding are effective.

The childminder regularly checks her environment to make sure it is safe for children. She ensures that children do not have access to any harmful substances. The childminder uses appropriate car seats and highchairs to keep children safe. She adequately supervises children both inside and outdoors. The childminder understands the different types of abuse and what signs she will look out for. If she has any concerns about children, she knows how to correctly report these. The childminder attends regular training to keep her safeguarding knowledge up to date. This helps her 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:

- consider how children access resources so that even the youngest children are encouraged to make their own choices.

Setting details

Unique reference number	EY365929
Local authority	Cheshire East
Inspection number	10231768
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 10
Total number of places	6
Number of children on roll	9
Date of previous inspection	14 September 2016

Information about this early years setting

The childminder registered in 2008 and lives in Walgherton, Nantwich. Her provision operates all year round from 7am to 7pm, Monday to Sunday, except for family holidays.

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 setting.
- The childminder showed the inspector around the premises and discussed how she ensures they are safe and suitable.
- The childminder spoke to the inspector about their intentions for children's learning.
- Children communicated with the inspector during the inspection.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The inspector carried out joint observations with the childminder.
- Parents shared their views of the setting with the inspector.
- 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 2022