

Childminder report

Inspection date:

10 May 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 have an excellent start to their early years education with the childminder. She provides them with a range of skills and knowledge to prepare them well for school. Communication and language development is particularly well embedded. The childminder's expectations of what children can achieve are incredibly high. Very young children learn to sing a wide range of songs and rhymes from memory. The number of words they can remember is impressive. This expands children's vocabulary and helps them to become confident communicators.

Children's behaviour towards each other is remarkable. Although all children are very young, older children demonstrate sensitivity and kindness towards babies. For instance, when the childminder is briefly out of children's view, the older child gently soothes and reassures babies, whispering that she is coming back soon. Children have formed very strong bonds with the childminder and special friendships with each other. This helps them to feel safe and secure and supports their emotional well-being.

Due to the COVID-19 pandemic, parents no longer enter the setting. Despite this, children enter with confidence and excitement to start their day. They eagerly talk about which of their friends will be here today and what they would like to do first. Children display genuine happiness to be with the childminder.

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

- The skilled childminder provides an interesting and versatile curriculum that is adapted to meet children's individual needs. She has an excellent understanding of child development and the different ways that children learn. The childminder sequences her curriculum to ensure that children build on the skills and knowledge they already have. For instance, babies strengthen their hand and finger muscles when manipulating dough. Older children who have already developed this skill learn to hold mark-making equipment correctly and form pre-writing shapes, such as circles and lines. Children rapidly acquire the skills they need for the future and make excellent progress in their learning.
- The childminder reads to children in an exciting and interesting manner. This keeps children engaged and motivated to learn for lengthy periods. Very young children confidently hold discussions about the story. They point out their favourite parts and ask questions. The childminder makes links to prior learning, reminding children of other stories they enjoy. She points out interesting phrases, such as 'hitch it up', to extend children's thinking skills. Children are developing a genuine love of books and excellent literacy skills.
- Children demonstrate a high level of independence and resilience. For instance, young children learn to put on their own hooded jumper and shoes. When facing

a difficulty, such as the back of a shoe folding down, they carefully negotiate how it can be fixed. Children persevere removing and replacing the shoe without support until it is correct. They are very quickly becoming confident problem-solvers.

- The key-person system is highly effective. A gradual, child-led admission procedure ensures that children have time to establish a bond with the childminder before they start. She places high priority on children's emotional security. New babies spend a lot of time in the arms of the childminder and greatly benefit from the high-quality, sensitive interactions they receive. Consequently, children settle in very quickly and become a part of the family.
- Children learn about a range of different festivals, such as Easter, Chinese New Year and Diwali. To consolidate children's learning further, the childminder takes them on outings to communities that are further away and different to their own. Children eat in restaurants that serve cuisine they are unfamiliar with and visit shops with clothing from different cultures. This helps children to understand and respect the differences between themselves and others and prepare for life in modern Britain.
- The childminder is highly dedicated to providing the highest quality of care for children. She works closely with her co-childminder to promote a culture of continual improvement. The childminder is committed to professional development and delivers bespoke training to her co-childminder. Most recently, she completed training to extend her understanding of discrimination and unconscious bias. This has helped her to evaluate her resources and provision to promote equality and diversity for children even further.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has an excellent understanding of the signs and symptoms of abuse. She has clear procedures in place for referring concerns about children or other professionals. The childminder is alert to the indicators that a child or family may be at risk of being drawn into extreme behaviours. She is aware of safeguarding concerns within the local community, such as domestic abuse. The childminder carries out checks of her environment to ensure that children are not exposed to hazards.

Setting details

Unique reference number	304394
Local authority	Cheshire East
Inspection number	10128949
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 6
Total number of places	6
Number of children on roll	6
Date of previous inspection	11 April 2016

Information about this early years setting

The childminder registered in 1994 and lives in Knutsford. She operates all year round from 8am to 6pm, Monday to Thursday, except for bank holidays and family holidays. The childminder holds an appropriate early years qualification at level 4. She works alongside a co-childminder.

Information about this inspection

Inspector

Kayte Farrell

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 inspector observed the quality of education, indoors and outdoors, and evaluated the impact on children's learning.
- Discussions were held with the childminder, parents and children at appropriate times throughout the inspection.
- A leadership and management meeting was held with the childminder. Documentation relating to the suitability of people living and working on the premises was checked. The inspector looked at qualification certificates and paediatric first-aid certificates.
- The childminder discussed how she plans and implements her curriculum.

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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