

Childminder report

Inspection date:

30 June 2022

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Inadequate

What is it like to attend this early years setting?

The provision requires improvement

Children know that they are welcomed and valued by the childminder. They enter her home ready to play and learn. Children happily follow the familiar morning routine. They chat with adults and to each other, while they eat toast and have a drink. They show that they feel relaxed and confident. Children eagerly join in when it is time to find their written name. Children of all ages receive the individual support they need to pick out the right name card. Older children easily recognise their name. They read and say the sound it begins with. This promotes their early literacy well. To complete the routine, children think and talk about how they are feeling today. As a result, they begin to understand their own and each other's emotions.

Children know the childminder's expectations for their behaviour. They respond well to her consistent, up-beat guidance. However, the childminder does not train her assistants to follow her approach to promoting children's positive behaviour well enough. The assistants ask children to follow instructions but do not make activities and interactions engaging and meaningful enough. This does not encourage children to participate and cooperate. It demonstrates weak understanding of how children learn. Consequently, children's self-control is sometimes not promoted well enough.

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

- The childminder has improved her systems for recruiting new employees. She has employed new assistants since the last inspection. The childminder made her own checks of candidates' suitability. She provided Ofsted with the information needed to complete the vetting process.
- The childminder ably demonstrates her strong professional knowledge and skills. However, she does not identify the strengths and weaknesses in her assistants' practice effectively enough. This means that the quality of practice is inconsistent and children do not make the progress that they are capable of. The childminder describes plans for training her assistants. However, these are not yet embedded and their impact on practice is not established.
- The childminder interacts with children in a positive, informative way. For example, she skilfully teaches pre-school children to understand the word 'symmetry'. This promotes their mathematical development. She supports younger children to name the fruit they want to eat at lunchtime. This helps to extend their meaningful vocabulary. However, her assistants' interactions do not demonstrate enough understanding of how young children learn language. This slows the rate at which children acquire new words.
- The childminder generally sequences her teaching well. She makes learning interesting and enjoyable. For example, pre-school children go hunting for the

toy bear that she has hidden. They become deeply involved in the exciting search. However, activities offered by assistants are sometimes not as well targeted. For example, they ask toddlers questions about limited facts that children do not yet know the answer to. This limits conversation and does not promote children's new learning effectively enough.

- Children generally respond well to the childminder's rules and routines. She provides skilled, direct teaching that helps children to play together and learn to respect each other. However, there are occasions when children are not supported to follow the assistants' instructions. For example, pre-school children chalk on the easel and crawl about on the floor during story time. The weaknesses in teaching prevent children from developing consistently positive attitudes to learning.
- The childminder teaches children habits that promote their good health. For example, children wash their hands regularly, especially before and after eating. This helps to keep them safe from infection. Children find out about eating a balanced diet. They learn to eat enough, but not too much. Children make good progress in learning to dress and feed themselves. This helps them to gain independence ready for school.
- Parents and carers like and trust the childminder. They say that new children settle in quickly. Parents say that children talk with enthusiasm about the childminder's 'amazing roast dinners'. They comment that children who are reluctant to eat at home, eat well in her provision. Parents say that they feel well informed about children's care routines and learning. This includes good communication about changes to assistants.

Safeguarding

The arrangements for safeguarding are effective.

The childminder demonstrates a good understanding of child protection matters. She keeps her knowledge of local safeguarding procedures up to date. The childminder trains her assistants to follow her safeguarding policy and procedures. She checks that they know what to do if they have concerns about the welfare of children in her care. The childminder takes account of children's additional needs, such as food allergies, when she plans the menu and prepares meals. She works in partnership with parents to keep children safe in hot weather. She re-applies sun cream as necessary throughout the day. The childminder keeps records as required. For example, she records the times and days when children attend her provision.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date
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measure the quality of assistants' practice more accurately so that training and coaching target weaknesses more precisely and the curriculum continually improves	21/07/2022
implement systems for promoting children's positive behaviour consistently so that children are supported to develop the highest levels of self-control	21/07/2022
train assistants to engage children in informative interactions that continuously extend the number of words that children understand and use.	21/07/2022

Setting details

Unique reference number	EY362299
Local authority	Cheshire East
Inspection number	10225288
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	18
Number of children on roll	18
Date of previous inspection	18 January 2022

Information about this early years setting

The childminder registered in 2007 and lives in Nantwich. Her provision operates all year round, from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a qualification at level 3, and one assistant holds a qualification at level 2. She provides funded early education for two-, three- and four-year-old children. The childminder works with two assistants.

Information about this inspection

Inspector
Susan King

Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The childminder and the inspector discussed the childminder's intentions for children's learning.
- The inspector observed and discussed activities offered by the childminder and her assistants. She spoke with and played with children.
- Three parents spoke with the inspector. The inspector took account of parents' views.
- Documents used in the childminder's setting were sampled by the inspector. The inspector checked evidence of the suitability of the childminder, her assistants and members of her household aged 16 years and over.

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

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
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