

Childminder report

Inspection date: 17 March 2023

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Outstanding
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What is it like to attend this early years setting?

The provision is good

Children thrive at this lively and well-organised childminding setting. They separate confidently from their parents, hang their coats up on their pegs and dash in to see their friends, warmly greeted by the friendly team. Children clearly feel safe and secure. They have close and loving bonds with all the staff and enjoy lots of cuddles and laughter.

Children listen to the familiar story of 'The Very Hungry Caterpillar', joining in with the counting and predicting what will happen next. They try samples of the fruit and other food in the story, encouraged by staff to have a little taste, even if they are not familiar with the food. Even the more reluctant eaters are prepared to taste most of the foods and to discuss whether the food is healthy or not. This supports the children to know how to make healthy choices around food. The children sit for quite a while, but when the childminder asks if they want to finish the activity, they ask to stay and sample more foods. This shows how much the children are enjoying their learning.

Outside, children determinedly chip away at big blocks of ice to free the pretend insects frozen inside. They work together, sharing spoons and using water sprays to melt the blocks. They discuss with the staff how they can make the ice melt faster by putting it in the sun or by breaking it into smaller pieces. This helps to develop the children's critical-thinking skills and encourages them to work cooperatively.

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

- Children benefit from a range of learning opportunities. For example, children noticed a community plant area that was overgrown. They talked about how they could make this better. They 'adopted' the planter, weeded it and grew vegetables, which they proudly handed out to local residents. This helps children to develop a sense of community and to understand how their actions can make a positive contribution to society.
- The childminder and her assistants are excellent role models for the children. They are patient, kind and generous with their praise. They take every opportunity to celebrate children's success and to build their confidence. For example, when a particular child uses the toilet independently, everyone gives them a clap and a cheer. This helps to build their self-esteem and develops positive relationships between the children.
- Children take part in an interesting range of activities. They enjoy exploring how a magnetic train set links together, and they sort wooden fruit into categories. However, although staff talk to the children and ask them questions about their learning, they do not always give children enough time to respond or encourage

them to give more than a one-word answer. As a result, children are not consistently given the chance to fully develop their language skills.

- Children join in enthusiastically with an indoor workout, laughing as they jump on the spot, lie on the floor and clap their hands. Outside, they get plenty of fresh air and exercise as they throw balls through a hoop, push themselves along in cars and crawl through a tunnel. This develops their physical skills well.
- Staff speak very positively about the childminder. They have regular team meetings to discuss the children and how to develop the provision to further support children's learning. They have one-to-one meetings with the childminder to discuss how to improve their practice and develop their skills. Both the childminder and her assistants spoke about how much they enjoy working together as a team and how they have strong shared values and practice.
- Children with special educational needs and/or disabilities (SEND) are well supported. The childminder considers all children's needs carefully, makes timely referrals and seeks advice from external agencies when appropriate. She has put a range of additional support in place, such as a calming space, to ensure that all children in her care achieve as highly as possible.
- Parents are full of praise for the childminder and her team. They report that they are very well informed about the time that their child spends with the childminder and that they appreciate seeing the photos of them joining in with the activities on offer. Parents say that their children are always happy and excited to go to the childminder's, which demonstrates that the children have a positive relationship with the childminder and her assistants.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistants have a good awareness of the signs and symptoms that a child may be at risk of harm. They know what to do in the event of a concern about a child or a member of staff. Appropriate checks are in place to ensure that all staff are suitable to work with children and to ensure their ongoing suitability. The childminder works actively with families and other agencies to ensure that early intervention happens swiftly. All staff have a paediatric first-aid qualification. The premises are clean, safe and secure, both inside and outside.

What does the setting need to do to improve?

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

- extend the support provided to assistants to enhance their understanding of the very best ways to implement the curriculum for communication and language.

Setting details

Unique reference number	EY467419
Local authority	Cheshire East
Inspection number	10280831
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	2 to 4
Total number of places	9
Number of children on roll	8
Date of previous inspection	25 August 2017

Information about this early years setting

The childminder registered in 2013 and lives in Congleton, Cheshire. She operates all year round, from 7.30am to 6pm, on a Friday, except for bank holidays and family holidays. The childminder cares for children with SEND and is in receipt of funding for the provision of free early education for three- and four-year-old children. The childminder holds an appropriate early years qualification at level 3. She works with three assistants, one of whom holds an appropriate early years qualification at level 3.

Information about this inspection

Inspector

Sarah Gower-Jones

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 provider and has taken that into account in their evaluation of the provider.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- Children spoke to/communicated with the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the interactions between staff, the childminder and children.
- 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.

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