

Childminder report

Inspection date: 3 May 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	Good
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What is it like to attend this early years setting?

The provision is good

Children are excited to play. They explore plenty of toys and activities with curiosity and intrigue. The childminder's home, both inside and outdoors, is brimming with age-appropriate play equipment and games. Children have fun during their time spent with the childminder. They develop some pencil control when they hold chalks and make marks on a chalkboard. The childminder makes good use of everyday routine activities to extend learning. For example, at snack time, children discuss what effect healthy and nutritious food has on their bodies. They grow cress and tomatoes, learning where their food comes from in practical, hands-on ways. Children develop a very positive attitude to healthy eating. Imaginative role play helps children to make sense of the world around them. They talk about fairies and gnomes in the garden, expanding their ideas and promoting independent learners. Children solve problems as they explore interactive technology toys. They press buttons to operate bubble machines, developing critical thinking skills as they investigate. Children navigate steps in the garden, chase balls and climb to access a slide. All children, including young children, are physically active and confident in their coordination and movement. Overall, this is a busy and fun place to be. Children remain continually occupied and, in turn, make good all-round progress.

Children play cooperatively together as they help to tidy away their toys. They follow instructions and behave well. Children have strong bonds with the childminder. They enjoy her nurturing attention and show they feel safe and secure. For instance, younger children seek the childminder out for a cuddle. After receiving the attention they need, children return to their play reassured and happy. Positive relationships help to build children's emotional confidence. The childminder is aware of the impact of the COVID-19 pandemic on children's well-being and continues to support them in her nurturing and caring setting.

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

- Children develop well. Assessment systems are simple and effective. Gaps in development are quickly supported and children make good all-round progress.
- The childminder challenges children's ideas and thinking to build on what they already know. For instance, children are encouraged to categorise and count coloured bricks as they build a tower. High expectations and supportive teaching helps children to progress.
- Children enjoy frequent trips and outings in the local community. This enriches the already broad curriculum. When out of the home children fully immerse themselves in learning about different cultures, beliefs and wider social contexts. They make new friends at playgroups and develop social skills and understanding of the world around them.
- Children are free to make choices and play with toys and equipment that excites

and interests them. Children are keen and motivated learners.

- Routines are flexible to meet children's changing needs. For instance, when children become tired, they are immediately provided with a warm and safe space to rest. This responsive approach helps to ensure children are settled and content.
- The childminder has many friends who are also childminders and shares good practice ideas with these peers. The childminder has a motivated attitude with a desire to continually improve. This impacts positively on the quality of her service.
- The childminder provides a language-rich environment. She offers continual and ongoing narration as children play, introducing new words to extend emerging vocabulary. However, sometimes the childminder does not ask questions in a manner which allows children to think and respond.
- Children are well prepared for school when the time eventually comes. The childminder invests time preparing written reports and sharing learning records with teachers and early years professional when children move on from her setting. However, there is scope to build stronger relationships with other professionals involved in children's care to help children make an even smoother transition.

Safeguarding

The arrangements for safeguarding are effective.

The childminder knows how to identify possible signs of abuse and neglect. She understands how to make a referral to wider safeguarding agencies, if required. The childminder is confident in her responsibilities to protect children from harm. She teaches children how to keep themselves safe. For example, she talks to children about safety rules. They learn the importance of remaining close to the childminder when they are on trips and outings. These simple rules help to keep children safe. The childminder completes regular checks of her home and takes steps to remove or minimise risks to children's safety. To illustrate, each morning she checks her garden equipment and removes any rain water from toys which may become a hazard. Children play and learn in a safe environment.

What does the setting need to do to improve?

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

- ensure children are provided with more opportunities to engage in two-way conversation and develop their understanding of language structure and speaking skills even more
- develop stronger relationships with other professionals working with children, to help support and aid a smoother transition when children leave the setting.

Setting details

Unique reference number	402469
Local authority	Cheshire West and Chester
Inspection number	10286032
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 4
Total number of places	6
Number of children on roll	4
Date of previous inspection	30 October 2017

Information about this early years setting

The childminder registered in 2001. She operates all year round, from 8am to 5pm, Monday to Friday, except for bank holidays and family holidays. She holds a relevant early years qualification at level 3. The setting receives funding to provide free early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Michelle Jacques

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 inspector and childminder completed a joint evaluation of an activity and discussed the impact of teaching on children's learning.
- The inspector observed interactions between the childminder and children during play. The impact of teaching was considered by the inspector.
- The inspector completed a learning walk with the childminder and discussed how the curriculum is designed and implemented.
- A range of documentation was sampled by the inspector.
- The inspector spoke with children and the childminder during the inspection. Written comments from parents were reviewed. The inspector took account of all views and comments.

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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