

# Childminder report

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Inspection date:

23 June 2023

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## **Overall effectiveness**

## **Outstanding**

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The quality of education

**Outstanding**

Behaviour and attitudes

**Outstanding**

Personal development

**Outstanding**

Leadership and management

**Outstanding**

Overall effectiveness at previous inspection

Requires improvement

## What is it like to attend this early years setting?

### The provision is outstanding

The air is filled with the sound of children's laughter in this nurturing setting. Children arrive with excitement, eager to start their day. The childminder creates a homely and loving environment, described by parents as 'like a second home'. Children demonstrate that they feel extremely secure with the childminder and her assistant, as they explore the environment with confidence. They form strong and respectful bonds with the childminder and her assistant, as well as with their peers. Children are happy and feel safe.

Children behave extremely well. The childminder and her assistant are clear and concise with children about how to behave. They actively encourage children to be kind and respectful to others through all their interactions, which the children mirror. For example, children will kindly ask their peers if they can use a resource when they have finished with it. Older children cuddle the younger children and sing songs to them. They help out with the daily routine, such as setting the table for mealtimes. Children show high levels of care for each other.

Children are making outstanding progress. The childminder creates a child-focused environment. She continuously adapts the environment to meet the needs of the children. This helps to ensure that the children are accessing the best possible care and learning experiences. Children show fascination and concentration for long periods of time. For example, the children watch in awe as they play with wet and dry sand, using a variety of resources, to explore its different properties. They explain their learned understanding of why the sand is now able to fall through the funnel. Children are forming excellent attitudes towards learning, and they demonstrate advanced knowledge for their age.

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

- The childminder has made significant progress since her last inspection. The training of assistants is a priority for the childminder. The childminder and her assistants attend a wealth of courses. This helps to ensure that they are knowledgeable about supporting children through their early years. The childminder is proactive to any advice given. For instance, on first hearing about training to support the provision for babies, the childminder swiftly completed the course, and she has booked for her assistants to attend the same course. She immediately put learning from the course into practice. This helps to ensure that the childminder is offering children the best possible education.
- The childminder and her assistants have an in-depth knowledge of each individual child. Every activity is tailored to ensure it meets the individual developmental needs of each child. For example, a water play activity starts by working on developing children's small-muscle movements. It is then seamlessly

adapted when other children join in, incorporating learning to support their unique developmental goals. Children are exceptionally well prepared for their next stage in learning.

- The childminder and her assistant have established a language-rich environment. Children build extensive vocabulary through high-quality interactions. The childminder and her assistants actively use new language in play, ensuring that children understand the meaning. Through well-thought-out questions, they encourage children to use their new language in a range of contexts. Children have positive attitudes in their learning.
- Children have a passion for books. They quickly sit down in the cosy area, showing eager anticipation to listen to the story, which is read with great enthusiasm by the childminder's assistant. The childminder is aware of the ongoing impact the COVID-19 pandemic is still having on children's communication and language development. To help support children's language development, she has introduced a 'book of the month'. Children take the book home to read at bedtime with their families. They come into the setting excited to talk to their peers about the book. Children demonstrate a love of reading.
- Children have opportunities to learn new languages. The childminder has carried out extensive research into the benefits of learning Spanish at a young age. Children enjoy their Spanish lessons. Some children as young as two-years old can count fluently in both English and Spanish. Children have a rich set of experiences that introduce them to different languages and cultures. The childminder coherently plans the curriculum to support children to make excellent progress in their learning.
- The childminder is passionate about children's good health. Following the pandemic, the childminder has gone above her role to ensure that all children in her care are registered with a dentist to support their oral health. The childminder ensures that children have their five a day and a healthy amount of calcium. Children learn about the importance of living healthy lifestyles. This promotes children's health and well-being.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistants have a robust knowledge of child protection. They demonstrate a clear understanding of what to do if they have a concern about a child. The childminder has built strong professional relationships with local schools. Information about children in her care is shared, when required. This helps to ensure that children are safeguarded effectively. Through shared information, professionals have a more holistic view of children. The childminder has recently been working with other agencies on a mentor programme. This is to ensure that the standard of her safeguarding knowledge remains high. She carries out thorough risk assessments of all aspects of her provision, including the presence of her pets. The childminder understands how, under supervision, pets can support children's emotional development. This helps children feel safe and secure in the environment.



## Setting details

<b>Unique reference number</b>	EY362299
<b>Local authority</b>	Cheshire East
<b>Inspection number</b>	10250104
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children at time of inspection</b>	1 to 11
<b>Total number of places</b>	18
<b>Number of children on roll</b>	26
<b>Date of previous inspection</b>	30 June 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. She provides funded early education for two-, three- and four-year-old children. The childminder works with two assistants.

## Information about this inspection

**Inspector**  
Joanne Valek

## Inspection activities

- The inspector discussed any continued impact of the pandemic with the childminder and has taken that into account in their evaluation of the childminder.
- The childminder showed the inspector the premises and discussed how they ensure it is safe and suitable.
- 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 communicated with the inspector during the inspection.
- The childminder's assistant spoke to the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The childminder and the inspector carried out a joint observation during lunchtime.
- 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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