

Childminder report

Inspection date: 16 January 2024

Overall effectiveness	Good
------------------------------	-------------

The quality of education	Good
--------------------------	-------------

Behaviour and attitudes	Good
-------------------------	-------------

Personal development	Good
----------------------	-------------

Leadership and management	Good
---------------------------	-------------

Overall effectiveness at previous inspection	Good
--	------

What is it like to attend this early years setting?

The provision is good

Children show that they feel safe in the care and company of the experienced childminder and her assistant. This promotes children's emotional well-being and they make good progress in their learning. Children's role play is rich and inventive. Toddlers demonstrate what they already know about caring for babies when they carry baby dolls in a gentle, capable manner. The childminder extends children's skills when she helps them to change the dolls' nappies. Older children develop complex storylines for their pretend play. The games help children to revisit and make sense of their experiences and feelings. Children learn to listen to each other's ideas and to modify their own thinking as they play.

Parents and carers praise the unfailing care and respect for children that the childminder and her assistant demonstrate. They are pleased with how the childminder communicates with them about children's development and progress. For example, parents and the childminder adopt similar approaches to teaching children to use the toilet independently. This promotes children's understanding and effort. They feel proud of their success. The childminder encourages children to be polite to everyone. Children know that they must say please and thank you when they ask for something from the childminder or the other children.

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

- Positive relationships are a strength of the childminder's provision. This matches her intention that children make friends and feel happy and at home. Children watch and listen to the lively events. They benefit from participating in varied conversations and activities. The childminder and her assistant ensure that everyone is included and that children's individual achievements are noticed.
- The childminder sequences children's learning. At breakfast time, children receive individual encouragement that promotes their self-help skills. This helps them to participate politely and confidently at mealtimes. Some learning is not well sequenced. The childminder and her assistant ask toddlers to remember factual information that is not interesting or meaningful to them. This does not promote children's understanding and swift progress.
- The well-qualified childminder makes sure that she and her assistant complete training that keeps their knowledge of safeguarding matters up to date. The childminder coaches her assistant. This helps the assistant to continuously improve her professional skills and knowledge. They share ideas about activities. This helps the childminder to review and develop her curriculum.
- The childminder makes knowledgeable use of toys and resources to promote children's learning. Babies and toddlers busily post geometric shapes into shape sorters. This promotes children's arm and hand development. Matching the shapes promotes the visual skills that prepare children for learning to read.

- At story time, the childminder and her assistant skilfully engage children of all ages. They encourage pre-school children to remember and predict the events in familiar tales. Children therefore learn that stories have a beginning, a middle and an end. Toddlers begin to join in with repeated words and phrases. This helps to accelerate their speech development. Babies see that reading books is fun. They stand or sit, to listen intently.
- Children are eager to participate in adult-led activities. They concentrate as they explore and talk about the interesting properties of cornflour 'gloop'. Toddlers say that the gloop is 'sticky' and that the dinosaur's feet are 'stuck'. This demonstrates children's growing knowledge of sentence structure and grammar. However, adults sometimes ask questions which interrupt children's investigation and concentration.
- The childminder makes varied use of technology in her busy setting. For example, she sets a timer to remind her to prompt children who are toilet-training, to sit on the potty. Parents enjoy receiving photos of children. They know that the childminder manages digital images safely. The childminder knows about online risks to children's safety. She tells children not to share personal details and to alert an adult if they come across anything that worries them.
- The childminder and parents share daily information about babies' care routines. This promotes babies' well-being and development. The childminder is alert to signs that babies are ready to eat or sleep. She checks sleeping children regularly. This promotes their safety and welfare.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- sequence children's learning even more effectively
- ask more questions that spark children's curiosity and thinking.

Setting details

Unique reference number	EY313744
Local authority	Cheshire East
Inspection number	10308184
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	0 to 13
Total number of places	12
Number of children on roll	23
Date of previous inspection	16 March 2018

Information about this early years setting

The childminder registered in 2005 and lives in Nantwich. Her provision operates all year round, from 8am to 6pm, Monday to Thursday, except for bank holidays and family holidays. The childminder holds a qualification at level 3. She works with an assistant who holds a qualification at level 2. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Susan King

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 her childminder.
- The childminder demonstrated her approach to planning the curriculum. The inspector, the childminder and the childminder's assistant discussed and evaluated the implementation and impact of activities.
- The inspector observed interactions between the adults and the children. She spoke with and listened to children.
- The inspector spoke with parents, read their written feedback and took account of their views.
- The inspector sampled documents used in the childminder's provision.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

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

© Crown copyright 2024