

Childminder report

Inspection date: 28 February 2024

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 flourish in this warm, welcoming and safe setting. The childminder delivers a purposeful curriculum, rich in real-life experiences. This supports all children, including those with special educational needs and/or disabilities (SEND), to make good progress. The childminder is a good role model and has high expectations for children's behaviour and learning. Children have good manners and are keen to demonstrate kindness to one another. For instance, children are eager to help the childminder by setting the table for lunch. They work together amicably to place a mat across the table, supporting their younger friends to reach across to secure the mat in place. Children smile with pride as they receive praise for their efforts and are developing positive attitudes to learning.

The childminder is thoughtful and creative. She makes sure she includes a variety of opportunities for children to explore the wider community in which they live. Children relish their weekly trips to the library, local playgrounds and the soft-play centre. They meet other people, practise their social skills and develop respect for each other's cultures and differences. This helps to ensure children embed skills across all areas of learning. Children demonstrate a strong sense of belonging and form secure attachments with the childminder. All children are developing in confidence and character and happily select resources to lead their own learning.

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

- The childminder offers a flexible and inclusive service. Children who speak English as an additional language progress well. The childminder works closely with parents to learn words in their home language to help children develop a good grasp of English. Children with SEND are provided with tailored support and individual plans, strengthened by secure partnerships from the relevant professionals. All children make good progress relative to their starting points.
- Children benefit greatly from the high-quality interactions with the childminder, who models clear communication and language skills. Children converse fluently with one another as they speak and listen politely. The childminder extends their vocabulary by offering additional words and phrases for them to repeat and learn. This helps children to feel valued and swiftly builds their vocabulary.
- The childminder is quick to adapt her practice to ensure that children of different ages and stages of development are consistently challenged. She extends children's learning by asking carefully considered and thought-provoking questions. Children are given time to work things out for themselves. This encourages children to have a 'can-do' attitude and gives them the confidence to embrace new challenges.
- Children's thinking and problem-solving skills are developing very well. Children show intense concentration as they persevere to fit small cubes together to build

their creations and make patterns. Mathematical language is seamlessly interwoven by the childminder and children repeat this to describe what they are doing. For example, children confidently recall that 'my pentagon has five corners'.

- The childminder recognises the importance of keeping up to date with her professional development and has sought training specific to the needs of the individual children. However, she has not yet securely embedded this learning in order to strengthen her ability to accurately support children's next steps. This means that children's learning is not always sharply focused on the skills they need to develop next.
- Children are developing good hygiene practices and independence as they participate in a well-organised lunchtime. They know to wash their hands without being reminded, set the table with their own plates and cups, and confidently choose from a selection of fruits and sandwiches. Healthy choices are promoted consistently and children are learning to manage their own health and hygiene needs effectively.
- Parents are highly complimentary about the wealth of information they receive, which allows them to become seamlessly involved in extending their children's learning at home. They comment on the significant progress their children have made and the support and guidance received in order to prepare for their next stage. This partnership working has a positive impact on children's learning and development.

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:

- continue to embed the already good practice by placing a more specific focus on the precise needs of the individual children in order to strengthen the curriculum to support children's next steps in learning.

Setting details

Unique reference number	EY410962
Local authority	Cheshire East
Inspection number	10308311
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	6
Number of children on roll	2
Date of previous inspection	20 March 2018

Information about this early years setting

The childminder registered in 2010 and lives in Crewe, Cheshire. She operates all year round, Monday to Friday, from 7.45am to 4.45pm, except for bank holidays and family holidays. The childminder holds an appropriate early years qualification at level 3. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Marianne McDowell

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 the childminder.
- The childminder and the inspector discussed the curriculum and the intentions for children's learning.
- The inspector observed the quality of education being provided and assessed the impact on children's learning and development.
- The inspector spoke to children at appropriate times and observed the childminder's interactions with children during play and daily routines.
- The inspector read feedback and spoke to parents and took account of their views.
- The childminder provided the inspector with a sample of relevant records and key documentation, including evidence of her own training and statutory progress checks for the children.
- All areas of the premises used for childminding were viewed and the inspector took account of how the childminder ensures that children are safe.

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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