

Childminder report

Inspection date: 18 October 2021

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children feel happy and at ease in the childminder's familiar and welcoming home. They choose freely from varied and accessible toys and books. Their choices help the childminder to find out what children are interested in. The childminder uses this knowledge when she plans activities. For example, children are interested in wheeled vehicles. They run energetically across the grass with toy lawnmowers. This helps to promote their physical development. Children drive small-world cars across an activity tray that is covered with dried lentils. They discover that they can clear spaces that are the same shape as the first letters of their names. This helps children to begin to recognise and read written letters.

Parents and carers say that the childminder forms positive relationships with children and families. They describe her as 'professional, kind and thoughtful' and say that she is always ready to answer their questions. Parents are particularly pleased with how well children settled in with the childminder after the long period at home due to the COVID-19 pandemic restrictions. Children are eager to take part in activities. They know that the childminder plans interesting things for them to do. They become successful learners and make good progress.

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

- The childminder sequences her teaching effectively to support younger and older children. For example, she asks younger children to find big and small spiders on the tray of orange lentils. This helps children to learn about relative size. The childminder helps older children to study a page of pictures and words. They hunt for items on the tray that match the pictures. This activity skilfully incorporates early reading into children's active play.
- Children continuously extend their vocabulary. They learn interesting words, such as 'excavator' and 'crane'. The childminder tells children what the different vehicles do. This helps children to find out about what happens on building sites and they use this knowledge to enrich their small-world play. Children busily gather and transport the lentils with the toy machines.
- The childminder extends children's sentences to include interesting adjectives. This deepens their understanding of words in different contexts. However, there are occasions when the childminder does not promote children's listening skills well enough. She does not manage background noise, which makes it harder for children to concentrate. She sometimes starts activities before taking time to tell children what they are expected to do.
- The childminder is a member of a small group of local childminders. They work together to pool their ideas and learning. The childminder develops and shares ideas for themed activity trays, such as a tray for Hallowe'en. She creatively incorporates everyday items in ways that provoke children's fascination and

amusement. For example, they wind up little clockwork pumpkins and laugh when the pumpkins jump along the floor.

- The childminder has a routine that she follows each day. This helps her to ensure that children benefit from periods of active play as well as opportunities to read stories or relax quietly. However, there are occasions when the childminder does not make her rules for children's conduct clear enough. Children are sometimes not sure how to behave. This means that they do not develop the highest levels of self-control.
- The childminder teaches children about eating a balanced diet and they often prepare and cook food. For example, children have fun decorating Hallowe'en cakes with lots of scary eyes. They learn that they must not eat too many sugary things. This helps to promote children's oral health. The childminder reminds children to have drinks of water. This helps children to form habits that promote their good health.
- Children play outdoors in all weathers. They learn that they need different clothes for different seasons. Children learn how to put their all-in-one suits and wellington boots on when it is raining. This helps to promote their confidence and independence ready for school.

Safeguarding

The arrangements for safeguarding are effective.

The childminder carries out training that helps her to update and refresh her knowledge of child protection matters. She demonstrates a clear understanding of local safeguarding procedures. She knows who to contact if an allegation is made against her or a member of her household. The childminder gathers information that helps her to promote children's health and safety. She checks whether children are allergic to particular foods and caters safely for them. The childminder holds a paediatric first-aid qualification. She keeps careful records of children's accidents and injuries. When children bump their heads, the childminder provides information that helps parents to be alert for symptoms of concussion.

What does the setting need to do to improve?

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

- improve techniques for helping children to listen carefully and follow instructions
- apply rules for children's conduct really consistently, so that children know precisely what is expected and develop the highest levels of self-control.

Setting details

Unique reference number	2521762
Local authority	Cheshire East
Inspection number	10208094
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 3
Total number of places	6
Number of children on roll	3
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019 and lives in Alsager. She operates all year round from 7.30am to 5.30pm, Monday to Thursday, except for bank holidays and family holidays. The childminder holds a qualification at level 2. She 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 her evaluation of the setting.
- The childminder explained to the inspector how she plans and sequences her curriculum.
- Three parents provided written feedback about the childminder's provision. The inspector has taken account of their views.
- The inspector spoke with children and observed their play.
- Documents that are used in the provision were sampled by the inspector. She checked evidence of the suitability of the childminder and members of her household.

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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