

Childminder report

Inspection date: 8 October 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	Not applicable

What is it like to attend this early years setting?

The provision is good

Children are very happy to attend this setting. They greet their nurturing childminder with open arms, ready to receive a hug. The childminder excites children by giving snippets of information about the day ahead. The childminder's curriculum is ambitious and flexible to ensure that children can follow their own interests. There are lots of opportunities for outdoor learning and exploration. All children are supported effectively to make good progress and thrive in the childminder's care.

Children learn to keep themselves healthy and safe. They learn about road safety during walks and wash their hands before enjoying healthy snacks. The childminder ensures that children receive a good balance of rest and physical activity. Children feel secure and are comforted by the routines that the childminder provides. The childminder has high expectations of children's behaviour. She understands which situations children find difficult and supports them to manage their feelings and develop positive behaviour. For example, she reassures children who are new to the setting by giving them lots of close attention and cuddles. Children enjoy the continuity of care as they return to the childminder for after-school care. They write to the childminder, 'I love all the fun times at your house.'

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

- Children learn from a broad curriculum. The childminder supports children's development in all areas through fun and varied activities. For example, children practise counting as they collect conkers in the woods and learn the names of the birds they see outdoors. They weigh pumpkins on scales in the garden and investigate how water flows through pipes. As a result, children make good progress.
- The childminder generally supports children effectively to develop speech and language skills. She supports older children to use descriptive words and expand their vocabulary. However, the childminder does not always consider how she supports very young children to speak their first few words. For example, young children do not always have the opportunity to hear and use single words consistently. This does not support children to develop their own use of language effectively.
- The childminder supports children to understand the wider world through a range of experiences. They visit an astronomical observatory during Science Week. Children meet new people at a local care home where they help make a time capsule to bury in the garden. They regularly visit the library to exchange books, and they meet new friends at playgroups. This enriches the curriculum for all children.
- The childminder uses effective strategies to support positive behaviour. She

shares this expertise with parents to ensure that children experience a consistent approach. She praises children for 'having a go', which motivates them to learn. The childminder tells children what they have done well and sets them ambitious goals to reach. Because of this, children have excellent attitudes to learning.

- Children are well prepared for the transition to school. The childminder maintains strong links with the local primary school. She works together with teachers and pre-school staff to identify areas where children need the most support. The childminder provides pictures of the children's classrooms and invites future classmates to play the childminder's home. As result, children feel confident and ready to start school.
- The childminder forms effective relationships with parents. She shares pictures and messages about children's day and communicates about care needs. The childminder shares children's progress and helps parents to continue children's learning at home. She works collaboratively with parents to ensure that children get the support they need with a range of issues. This ensures that children are well supported in their development.
- The childminder has a clear vision of the high-quality care and education she wants to provide. She seeks regular professional development opportunities and works alongside other childminders to raise the quality of her practice. The childminder regularly seeks the opinion of parents and children to identify areas she can develop. This ensures that standards of practice remain high.

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:

- strengthen the implementation of the curriculum for communication and language development with younger children.

Setting details

Unique reference number	2683742
Local authority	Cheshire East
Inspection number	10355343
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 2
Total number of places	6
Number of children on roll	8
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2022 and lives in Rode Heath, Alsager. She operates all year round, from 7.30am to 5.30pm, Monday to Thursday, except for family holidays and bank holidays. The childminder holds qualified teacher status.

Information about this inspection

Inspector
Natalie Myatt

Inspection activities

- The childminder and the inspector discussed how the curriculum has been implemented and the impact that this has had on children's learning.
- The inspector observed the interactions between the childminder and the children.
- The inspector joined the childminder on a local walk to observe learning being delivered outdoors.
- Parents shared their views of the setting with the inspector.
- 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.

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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