

Childminder report

Inspection date: 28 August 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

The childminder provides a warm and welcoming environment where children thrive. Children access dedicated indoor and outdoor spaces where they are encouraged to make choices about how they spend their day. Children are settled and secure. They show great confidence in their surroundings. The childminder has a positive relationship with children, who are eager to involve her in their play.

Children have opportunities to socialise as the childminder takes them to local playgroups. They experience learning in a rich range of environments, for example the park and the beach. This helps children to develop their understanding of the world. Children excitedly talk about growing food with the childminder. They grow carrots, prepare them and enjoy them as part of a meal. This helps children to develop their understanding of nature and healthy eating.

Children's behaviour is good. They listen to the childminder and follow instructions. The childminder positively praises children. She is ambitious for all children and delivers a curriculum that helps them to make the progress they are capable of. She uses children's interests and their own ideas as learning opportunities. Purposeful learning takes place as children play. The childminder encourages children to be creative and explore their own ideas. This helps them to develop their own thoughts and personality.

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

- The childminder skilfully teaches children as they play. For example, as children make marks, she encourages them to think about facial features, to count and to identify colours. This helps to ensure that learning takes place at all times.
- The childminder monitors children's progress over time. For example, when children have a gap in their learning, such as toilet training, she targets this area of development. This helps children to make consistent progress in their learning.
- The childminder sensitively identifies and corrects children's misconceptions. For example, when children think an octopus is a jellyfish, the childminder explains to them how they know it is actually an octopus. This supports children to move forward with accurate knowledge while preserving their positive self-esteem.
- The childminder uses good questioning to support children to develop their critical thinking skills. For example, she asks children to find things for themselves. This helps children to become good problem-solvers.
- The childminder provides good support for children's communication and language development. For example, she continually narrates as children play, teaching them new vocabulary, such as describing seashells as 'rough' and 'smooth'. This helps children to become confident communicators.

- The childminder teaches children the skills they need to be independent. For example, young children are capable of washing their own hands, getting the step, using soap and water and drying them. However, on occasion, the childminder does not encourage children to manage self-care needs independently, such as wiping their noses. This means that children's independence skills are not fully developed.
- The childminder uses lots of positive praise to celebrate children's achievements, for instance when children use numbers correctly. This helps children to develop pride in their accomplishments and promotes positive well-being.
- The childminder offers engaging activities that captivate children's attention. For example, children play in sand with sea creatures. The childminder teaches children the names of the animals and how to identify their features. This supports children to develop positive attitudes towards learning.
- The childminder and her assistant undertake a variety of training to keep their knowledge and skills up to date. For example, the childminder has attended a range of training regarding safeguarding. Procedures for safeguarding are robust and help the childminder to keep children safe.
- The childminder works closely with parents to help make learning consistent for children. For example, parents comment on how well activities meet children's level of development. The childminder shares ideas for parents to continue learning at home. This supports children to make consistent progress.

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:

- encourage children's independence in self-care routines consistently.

Setting details

Unique reference number	303965
Local authority	Cheshire West and Chester
Inspection number	10351145
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	10 October 2018

Information about this early years setting

The childminder registered in 1989 and lives in Northwich. She operates all year round from 8am to 5pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. She works with an assistant. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Amanda Richards

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 inspector completed a learning walk together of all areas of the setting and discussed the early years curriculum.
- Children communicated with the inspector during the inspection.
- The inspector talked to the childminder at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Parents shared their views with the inspector.
- The inspector carried out a joint observation with the childminder.
- 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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