

Childminder report

Inspection date: 29 September 2022

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 knows the children well and is loving, caring and affectionate to them. The children have wonderful relationships with her, and they think the best thing about attending the setting is the childminder. They love that every day is different and there is always something exciting to do or a place to visit. The children played with the inspector, demonstrating their confidence.

Children are deeply engaged in their learning and persevere to fit a jigsaw together. They try the pieces different ways and in alternative places, studying the photo on the box and endeavouring to match colours. The childminder praises them and is very encouraging as children develop their problem-solving skills and resilience to a difficult challenge.

The childminder interacts well with the children and plays alongside them. Children's behaviour is good. For example, they share resources and take turns as they act out making 'ice creams', adding toppings and asking for payment. Children are immersed in their play and include the childminder in their role play very naturally.

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

- In this setting, children work together and cooperate very well, sharing toys and equipment. They wait patiently with older siblings to get into the car when taking children to school. Children demonstrate a great deal of admiration, love and respect for the childminder, which are reciprocated. Children's behaviour is very good.
- Children develop independence skills. Babies crawl and older children move freely between rooms, selecting their own resources. Children put on their own coats and shoes, wash their hands before meals and use the stairs competently. Children develop good independence skills in preparation for school.
- Children eagerly participate in an exciting activity rolling different-coloured balls down some guttering. When asked, they name the colours and count the balls accurately. The childminder challenges the children to search for other toys to roll down. Their learning is extended when they are encouraged to predict which toy will go faster or slower. They feel the weight of the objects, and the childminder introduces mathematical language such as 'heavier' and 'lighter'. The children conclude that if an object is heavier, it moves faster down the ramp. The childminder asks questions and supports children's critical thinking skills. However, many questions are closed and require a one-word answer. This means children are not able to respond in any depth.
- This experienced childminder is clear about her aims for children's development. Through activities she concentrates on improving personal and social skills. All

children interact and engage with the childminder well when they are alone. However, the childminder does not direct her conversation equally and her attention to all children consistently. This results in children withdrawing from the conversation. Therefore, communication and language are not promoted with all children all of the time.

- The childminder works with children who speak English as an additional language. She is aware of their needs and of the family to preserve their home language. She is very tuned in to the children and supports them to become bilingual. Children's individual needs are well supported.
- The childminder teaches children about many traditional British festivals and those from a range of cultures, including Chinese New Year and Diwali. Children compare similarities and differences between them. They learn to respect others, gain an awareness of different cultures and enhance their knowledge of their diverse community. This supports children's understanding of the world.
- Children are well prepared for starting school. The childminder provides a written report for parents and the school. During transition telephone calls, the childminder speaks to teachers about children's development. This means that children are supported through change and transition to school effectively.

Safeguarding

The arrangements for safeguarding are effective.

The childminder ensures that the environment and equipment are very safe and secure. She considers children's safety. For example, she uses a pull-out awning to cover the outdoor area on sunny days. This prevents children from being exposed to harmful sun rays and suffering sunburn. The childminder has an in-depth knowledge regarding all forms of abuse. She is fully aware of the indicators of abuse and knows who to report to at the local authority if she has any concerns about a child's welfare. The childminder records any accidents that the children have and informs parents the same day.

What does the setting need to do to improve?

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

- develop the use of effective questioning to enable children to think and respond in greater depth
- converse with all children equally to develop all children's communication and language skills.

Setting details

Unique reference number	304089
Local authority	Cheshire East
Inspection number	10234477
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 10
Total number of places	6
Number of children on roll	6
Date of previous inspection	9 December 2016

Information about this early years setting

The childminder registered in 1988. She lives in Crewe, Cheshire. The childminder operates her provision Monday to Friday, from 7.15am until 6.15pm, all year round, except for bank holidays and family holidays. The childminder holds an early years qualification at level 3. She provides funding for early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Dawn Day

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The childminder spoke to the inspector about their intentions for children's learning.
- The inspector observed the quality of education being provided and assessed the impact this has on children's learning.
- The inspector carried out a joint observation with the childminder.
- Parents shared their views on the setting with the inspector.
- Children spoke with the inspector during the inspection.
- The inspector observed the interactions between the childminder and the children

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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