

Childminder report

Inspection date: 16 March 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 is aware that since the COVID-19 pandemic some children may have missed out on social opportunities. She adapts the settling-in process to suit individual families and shares photos and information to reassure parents. Parents say it is a second home for their children and that their children happily run in each morning. Children settle quickly and their behaviour shows that they feel safe and cared for by the childminder. For example, as children wake up, they snuggle in for a cuddle with her. They benefit from caring relationships with the childminder.

Children behave well. For example, they are quick to help tidy up when some of the pretend food drops out of the childminder's basket. Children understand the expected behaviours while in the care of the childminder.

Children are confident and independent learners. They confidently explore the wide range of suitably challenging activities that the childminder provides to build on children's abilities and interests. The childminder has high expectations for all children. Younger children focus on tasks for long periods of time. They do not move on from each page until they have carefully worked out how to move the sliding pictures in the book. The childminder guides them and praises their efforts.

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

- The childminder supports children's communication skills. She clearly pronounces words and takes time to ensure that children understand what words mean. Younger children practise words such as 'cat'. Children learn new words and widen their vocabulary.
- Children benefit from hearing frequent stories and the childminder reads in an engaging manner. Children listen carefully to stories and independently explore books. Children are encouraged to develop an interest in books.
- Children's physical skills are well promoted. They eagerly learn to catch a ball and concentrate as they use tools to turn over food on the pretend outdoor grill. Children develop their hand-to-eye coordination.
- The childminder promotes children's independence. Younger children feed themselves and are encouraged to make choices about their play. Children become independent in their care and learning.
- Children's health and well-being are well promoted. They learn about the importance of looking after their teeth and are keen to show how they brush them. Younger children learn how to keep themselves safe. They warn the childminder that the outdoor grill is hot as they pretend to cook. Children learn to manage risks and take care of themselves.
- The childminder is a calm and kind role model. Children soothe and kiss baby dolls as they pretend to be doctors giving injections. Children are considerate

and learn to think about the feelings of others.

- The childminder identifies some ways to help children understand about diversity. Children do some activities to learn about other cultures. However, the childminder has not explored how she can support children to develop an awareness of the differences in people and understand what makes them unique.
- Parents praise the childminder, particularly for her good communication with them. The childminder regularly shares information about their children's changing care needs and development. She shares ideas to support their children's learning at home. Parents say that she gives them good advice, which they find reassuring, and comment on how their children build in confidence.
- The childminder understands the importance of developing effective partnership working with other professionals or settings that children attend. She understands how to signpost parents for any additional support when required.
- The childminder makes sure that her early years knowledge remains up to date. She researches online and has links with other childminders. The childminder is aware of recent changes to guidelines. As a result, she has reduced unnecessary paperwork, which has improved her workload.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is committed to protecting the children in her care. She has a suitable understanding of how to identify the signs and symptoms that indicate a child may be at risk of harm or neglect. The childminder understands how to report any safeguarding concerns to the relevant authorities. She understands how to report any concerns about the conduct or suitability of other professionals. The childminder carefully supervises children and takes steps to minimise risks. Areas used by children are clean and safe.

What does the setting need to do to improve?

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

- strengthen children's understanding of what makes them unique and the similarities and differences in people.

Setting details

Unique reference number	304154
Local authority	Cheshire West and Chester
Inspection number	10221085
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 7
Total number of places	6
Number of children on roll	4
Date of previous inspection	23 January 2017

Information about this early years setting

The childminder registered in 1991 and lives in Winsford, Cheshire. She operates her childminding service all year round from 6.45am to 5.30pm, Monday to Friday, except for bank holidays and family holidays.

Information about this inspection

Inspector

Rebecca Williams

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 took that into account in their evaluation of the setting.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- The inspector observed the childminder delivering a planned activity and discussed children's learning.
- The inspector observed the interactions between the childminder and children.
- The inspector spoke to children to find out about their time at the setting.
- Parents shared their written views of the setting with the inspector. The inspector took account of their views.

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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