

Childminder report

Inspection date: 4 June 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	Outstanding
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What is it like to attend this early years setting?

The provision is good

The enthusiastic and experienced childminder warmly welcomes the children in her care. Children are eager to attend, they smile and wave happily to their parents.. The childminder offers a safe, secure and stimulating environment for children. She knows the children well and she plans the curriculum to meet their needs. For example, the childminder wants children to develop their imaginations. Children benefit from learning opportunities where they can make up adventures with play people, cars and animals. Even the youngest children join in, they make animal noises and put play people on pretend horses. Children develop their imaginations as they play together. The childminder joins their play. She skilfully offers new words, such as 'ginormous, huge and tiny'. Children build a varied vocabulary.

The childminder has high expectations for children's behaviour. She models behaviour well, demonstrating turn taking and reminding children to use good manners. For example, children wait their turn to choose items from a song bag. As a result, children's behaviour is good. Children benefit from time outdoors, both at the setting and on trips out. The childminder ensures that children get opportunities each day to develop their large muscles. For example, children run, jump and use wheeled toys in the garden area.

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

- The childminder manages the different ages of children well. For example, she focuses her interactions on individual children's targets. This means she can support younger children with skills such as developing new words, while helping older children to develop their counting skills. Children build on their current knowledge and make good progress in all areas of learning.
- The childminder has a consistent daily routine. However, children are not always helped to understand the routine or to know what is expected of them. As a result, children, in particular those who attend the setting less often are less able to anticipate what happens next in their day. For example, during story time children move around and stand up. They do not know that they need to sit and listen.
- The childminder understands the importance of partnership work. For example, with parent's permission the childminder shares children's two year assessments with any other settings that children attend. Where needs are identified they work together. As a result children benefit from a consistent approach. This helps to reduce gaps in children's learning.
- The childminder builds close and loving relationships with children. She shows a genuine interest in their play and children have animated conversations with her. She supports children to feel good about themselves. For example, the childminder helps children to recall a craft activity from the previous day. They

are proud to see their artwork displayed and they thrive on the positive comments from the childminder. Children build a positive self image.

- The childminder uses her curriculum to prepare children in readiness for school. For example, she takes children to a toddler group. This gives children opportunity to mix with in larger groups. Children make friends and they learn to play together. In addition, the childminder teaches children about feelings. For example, she helps children to consider how their actions might make other children feel. Children learn skills that will help them as they move to school.
- Hygiene practises are good. Children are helped to wash their hands before eating. They have discussions about using soap to wash off the germs. The childminder helps children to be independent in skills such as wiping their nose. Children learn to complete self care tasks and they develop good hygiene routines.
- The childminder helps children to learn about nature. For example, children watch in awe as cocoons open and they see butterflies. They are delighted to listen as the childminder explains the butterflies wings are drying out before they can fly. Children have meaningful experiences that help them learn about the world around them.
- The childminder maintains her professional development. As part of her commitment to delivering high quality care and education she considers what learning will best support her practice. For example, she attends forums and receives regular updates from related services. This ensures her knowledge is current.

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:

- ensure that the expectations for behaviour are clearly understood by all children, so they can confidently engage in all parts of the routine.

Setting details

Unique reference number	304377
Local authority	Cheshire East
Inspection number	10339258
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 14
Total number of places	6
Number of children on roll	11
Date of previous inspection	6 July 2018

Information about this early years setting

The childminder registered in 1997 and is located in Macclesfield, Cheshire. She works with another registered childminder. The childminder opens Monday to Friday 7am to 6pm, all year round, with the exception of bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Lynn Richards

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 manager and has taken that into account in their evaluation of the provider.
- The childminder showed the inspector the premises and discussed how they ensure it is safe and suitable.
- The childminder and the inspector discussed how the childminder organises their early years provision including the aims and rationale for their EYFS curriculum.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The childminder and the inspector carried out a joint observation during story time.
- Parents shared their views of the setting with the inspector.
- 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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