

Childminder report

Inspection date: 23 January 2025

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

Children are happy, safe and secure in the childminder's care. Children demonstrate they are comfortable as they confidently explore the resources on offer. The childminder's environment supports her curriculum. Children have access to open-ended resources. They use these resources to create their own play. For example, children use tubes as slides for their small world toys. These opportunities help children to develop their imagination skills. Books and stories are woven into the childminder's curriculum. Children listen to stories with excitement as the childminder introduces props into the story time sessions. Children are developing a love of reading.

Children behave well and demonstrate a positive attitude to learning. They are eager to join in with the activities the childminder provides. Children have opportunities to revisit past learning. For example, children learn how their voices echo when using a microphone. The childminder talks to the children about what they learned previously and reassures children who are not initially comfortable with the microphone. This supports children to be resilient and keep on trying. The childminder shares information with other settings that children attend, such as their current interests and next steps. Statutory assessments are shared with health visitors and any other relevant professionals. This partnership working helps to ensure that any gaps in children's development are well supported.

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

- The childminder has a good knowledge of what children already know and can do. She uses this information to support children's next steps in their learning. The childminder uses a balance of adult- and child-led activities to support her curriculum. All children make good progress.
- The childminder has high expectations for children's behaviour. She is a positive role model who is calm and patient. Children receive gentle reminders about their behaviour when appropriate, such as being reminded not to throw toys. Children listen well and follow instructions.
- Children have opportunities to build relationships with other adults and children. For example, they meet with another childminder and her children for play sessions. Children also visit the local library and explore nearby villages. As a result, children are developing necessary social skills.
- Overall, the development of children's grammar and vocabulary is well supported. The childminder's clear modelling and repetition of words help children to correct any mispronunciation in their words. Children learn new words through play, such as 'platypus'. The childminder asks children lots of questions as they play. However, children are not given time to answer them. This means that children do not always have opportunities to extend their

thinking.

- Children's health and well-being are supported by the childminder. She ensures that children manage their personal hygiene well, such as washing their own hands before meals. Children have a balanced diet and are regularly reminded to drink their water. Children benefit from fresh air through playing in the garden and trips to the park to develop their physical skills.
- Parents are complimentary about the childminder. They comment on how 'nurturing' the childminder is and the 'incredible progress' their children have made with her. The childminder regularly shares reports and children's learning with parents. This helps parents to continue their child's learning at home.
- Children have opportunities to learn about cultures other than their own. For example, children look at books about different cultures and celebrations. Furthermore, they learn about different festivals, such as Chinese New Year and Diwali. Children are given experiences that extend their understanding of the world.
- The childminder is dedicated to keeping up with current information and learning new skills. She attends networking events and webinars to support her developing knowledge. The childminder has completed an array of training courses that help to support the individual needs of the children in her care. As a result, the quality of teaching is good.

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:

- allow children time to think and respond to questions to fully support their thinking skills.

Setting details

Unique reference number	304575
Local authority	Cheshire East
Inspection number	10367829
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 4
Total number of places	6
Number of children on roll	7
Date of previous inspection	26 February 2019

Information about this early years setting

The childminder registered in 1997 and lives in Macclesfield, Cheshire. She operates from 7.30am to 6pm Monday to Thursday all year round, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. She offers the government funded places for childcare and receives specific funding for disadvantaged children.

Information about this inspection

Inspector

Jade Patten

Inspection activities

- The inspector held a discussion with the childminder in relation to the leadership and management of the setting. She looked at relevant documentation, such as evidence of the childminder's suitability to work with children.
- The childminder showed the inspector the premises and discussed how they ensure that they are safe and suitable.
- The inspector took account of parents' views from their written feedback.
- The inspector observed interactions between the childminder and children.
- 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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