

Childminder report

Inspection date: 27 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	Good
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What is it like to attend this early years setting?

The provision is good

The childminder creates a warm and welcoming environment where children are happy and settled. She gathers key information from parents before children start and uses this to plan activities that follow children's interests. She has a calm, kind manner and forms strong relationships with the children. This helps them to feel safe and emotionally secure.

The childminder's curriculum is well sequenced and, overall, builds on what children know. Children develop a love of literacy from an early age. For example, they delight in choosing their favourite books and using props to retell stories. The childminder skilfully uses spontaneous play opportunities to incorporate counting, size and measurement. For example, children delight in singing number songs, and they compare the size of cars as they play.

The childminder is a positive role model and has high expectations for all children. She praises children's efforts and sets consistent boundaries for behaviour. She encourages children to say please and thank you and to take turns with resources and activities. When they forget, the childminder gently reminds them to use their manners and of the rules they have created together. Children are kind and behave well.

Children enjoy a wealth of outings to the local community and beyond. For example, children enjoy going on walks and playing on the climbing equipment in the local park. This supports children's growing physical skills. Children also enjoy attending playgroups where they regularly meet with other children. This provides them with opportunities to develop their social skills.

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

- Overall, the childminder knows what she wants children to learn. She plans a range of interesting activities for children that generally meet their next steps in learning. However, occasionally, the childminder does not adapt planned activities so that all children, including the youngest, gain the most benefit for their learning. For instance, some activities focus more on older children's learning. This does not consistently help all children to achieve good learning outcomes.
- The childminder regularly observes children at play. She uses the information she gathers to assess children's development and identify children's strengths and any potential gaps in learning. For example, the childminder completes the required progress check for two-year-old children. She shares this information with parents and other professionals, such as health visitors. This helps to ensure that supportive strategies can be put into place at the earliest

opportunity.

- The childminder promotes children's communication and language skills well. For example, she uses effective questions and repeats the words children say correctly so that they can hear the correct pronunciation. The childminder also introduces a range of new words as children play. For example, while playing doctors, children learn about thermometers and stethoscopes. This helps children to develop their vocabulary, and they are becoming confident communicators.
- The childminder provides children with opportunities to learn about different faiths, cultures and traditions. For example, when celebrating Chinese New Year, children learn about a traditional lion dance and enjoy visiting a Chinese restaurant to try new foods. They have opportunities to make their own snakes through a range of craft activities. This supports children's understanding of the wider world and prepares them for life in modern Britain.
- The dedicated childminder regularly reflects upon her service and consistently strives to strengthen her good practice. She targets her own professional development to ensure that she is up to date with current legislation and develop her own teaching skills. For example, she attended a course on oral hygiene and uses what she has learned to support children's health and well-being.
- The childminder engages parents in their children's learning and development. She provides regular updates on children's individual progress and suggests ideas that parents can try at home. For example, she has provided a range of resources and strategies to encourage positive behaviour at home. Parents are very happy with the care and service provided. They praise the childminder's flexibility and caring nature. They comment that they feel well informed about their child's day through the daily communication and photos that the childminder provides. This supports positive parent partnerships and promotes continuity of learning for children.

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:

- strengthen the planning and implementation of planned activities to help all children build their learning over time.

Setting details

Unique reference number	304750
Local authority	Cheshire West and Chester
Inspection number	10367560
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	2 to 7
Total number of places	6
Number of children on roll	4
Date of previous inspection	13 February 2019

Information about this early years setting

The childminder registered in 1999 and lives in Elton, near Chester. She operates all year round from 8am to 5pm, Monday to Thursday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 4 and offers the government funded places for childcare.

Information about this inspection

Inspector

Kerry Maddock

Inspection activities

- The childminder showed the inspector around the premises and discussed how she ensures that they are safe and suitable.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The childminder shared with the inspector relevant documentation, including the suitability of those living in the household.
- The inspector viewed written correspondence from parents and took their views into account.

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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