

Childminder report

Inspection date: 28 August 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	Good
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What is it like to attend this early years setting?

The provision is good

The childminder creates a calm and relaxed environment for children. Children are happy and they settle quickly into the childminder's routines. They behave well. The childminder is a positive role model and she has high expectations of all children. She consistently reminds children to use good manners and to be kind to everyone. The childminder provides children with cuddles on her knee for those children that seek reassurance. This helps children to feel safe and secure.

The childminder creates an ambitious curriculum for children and she prioritises outdoor learning opportunities. Children show high levels of engagement as they fill up containers with water and help to water the childminder's flowers. The childminder teaches children about what plants need to grow. They listen attentively to the birds singing in the childminder's garden. The childminder helps them to identify the names of the birds they can hear. These opportunities help children learn more about the world.

The childminder takes children on a variety of outings. Children benefit from trips to visit her four horses at the stables. They help to feed the horses and learn how to take care of them. The childminder takes children to local parks and woods. Children have opportunities to mix with larger groups of children when they attend play groups.

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

- The childminder knows children well. She has a good understanding of children's starting points and where children are up to in their development. She plans appropriate next steps in children's learning. All children make good progress from their starting points.
- The curriculum for understanding the world is implemented well. Children have opportunities to grow their own vegetables and sunflowers in the childminder's garden. They observe the changes as they grow. Children observe how caterpillars turn into butterflies at the childminder's house. These opportunities help children learn about the life cycle of plants and animals.
- Overall, the curriculum for communication and language is implemented well. The childminder introduces children to new vocabulary as she plays with them. She reads stories to children with plenty of enthusiasm. This helps to support children's love of books from a young age. Overall, the childminder uses questions well. However, she does not always ask questions that support children's critical thinking.
- Children's behaviour is good. They listen attentively to the childminder's instructions and follow them well. Children are eager to access the learning activities. For example, they are enthralled as they create their own potions

outside. Children confidently explore the scents lavender, sage and rosemary as they add them into their mixtures. They demonstrate positive attitudes to learning.

- The childminder promotes diversity well. She celebrates a range of festivals, such as Divali and Chinese New Year. Children dress up in costumes from other cultures and learn traditional dances from other countries. The childminder celebrates what makes each child unique. This helps children learn about similarities and differences between themselves and others.
- Parent partnerships are strong. Parents are complimentary about the home from home environment the childminder creates. The childminder keeps parents regularly updated about children's development. This helps to provide continuity in children's learning.
- The childminder promotes children's growing independence well. Children access the resources themselves. For example, they use magnifying glasses to look closely at minibeasts in the childminder's garden. The childminder supports children to wash their hands by themselves when they come in from playing outdoors. These opportunities help children to feel proud of the tasks they can complete by themselves.
- The childminder supports children to lead healthy lifestyles. Children are encouraged to drink fresh water and eat healthy food choices. They check that their friends have washed their hands before they eat, discussing how this gets rid of the germs. Children are beginning to make healthy choices independently.
- The childminder completes mandatory training to keep her knowledge and skills up to date. She accesses further professional development courses. For example, she has recently accessed training on children's physical development. This helps the childminder to build upon her skills to meet children's needs.

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:

- enhance questioning techniques to support children's thinking and language skills further.

Setting details

Unique reference number	304806
Local authority	Cheshire East
Inspection number	10350856
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	6
Date of previous inspection	6 September 2018

Information about this early years setting

The childminder registered in 1999 and lives in Crewe. She operates all year round from 8am to 5.45pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a childcare qualification at level 3. She provides funded early education for two-and three-year-old children.

Information about this inspection

Inspector

Olivia Barnes

Inspection activities

- This was the first routine inspection the childminder received since the COVID19 pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in their evaluation of the setting.
- The childminder joined the inspector on a learning walk. She talked to the inspector about the curriculum.
- The inspector observed the quality of education being provided, indoors and outdoors. She discussed children's progress with the childminder.
- The childminder and inspector carried out a joint observation.
- The inspector looked at relevant documentation. This included evidence of the childminder's suitability, training record and safeguarding documents.
- The inspector took account of written feedback provided by parents.

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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