

Childminder report

Inspection date: 14 December 2023

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

Children have a happy and busy time with the caring, friendly childminder. They show that they feel secure and very much at home in her provision. The childminder teaches children to ask her for the toys that they want to play with. This helps children to become confident learners who pursue individual interests. Children's spontaneous play is purposeful and imaginative. They have lots of fun pretending to use toy telephones. The play demonstrates what children have already learned about the world. They know that telephones are for talking to people who are not present and that they must say hello and goodbye.

Parents and carers are pleased that the childminder's curriculum includes lots of outings. They say that this helps children to learn social skills, such as eating in a café. The childminder gives parents ideas for extending children's knowledge and experience. For example, parents take children to a local Christmas tree festival, suggested by the childminder. They are excited to see all the different ways of dressing trees for Christmas. The childminder's consistent routines promote children's helpful behaviour. This is demonstrated at tidy-up time. Everyone willingly joins in with putting the toys back where they belong.

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

- The childminder's teaching is lively and playful. Children laugh and have fun in her company. The childminder intends that children learn from first-hand experiences. She regularly takes them out into the local community and further afield. They go to the airport viewing platform to see, hear and talk about the aeroplanes. This promotes children's knowledge of the world.
- The childminder holds interesting conversations with children. At news time children ably demonstrate what they know about relative size when they describe their Christmas tree at home as 'big into the sky.' However, there are occasions when the childminder asks factual questions that children know they cannot answer. This dampens children's enthusiasm and interrupts their rich, self-motivated enquiry.
- Children learn vocabulary in meaningful ways. When the childminder helps babies to push cutters into play dough, she says 'press'. Babies therefore learn the word for the action and show their delight when the imprint of a gingerbread man appears. Pre-school children's spoken language is thoughtful and inventive. They say that the little people are riding in a play dough 'boatship'. Children make rapid progress in learning to communicate.
- The childminder teaches children skills that promote their independence. They learn to use knives to slice bananas and to spread butter onto crumpets. When children ask to leave the snack table the childminder accepts their decision. Children therefore learn to stop eating when they feel full. This helps them to

develop eating habits that promote their good health.

- The childminder skilfully uses everyday events in her interactions with children. She asks babies to go and see what has arrived through the letterbox. Babies follow her instructions and proudly bring the letters. Pre-school children enthusiastically count the eggs that the 'egg lady' delivers. They know that they must say numbers in sequence to find out how many eggs there are.
- Children help the childminder to choose fiction and non-fiction books at the library. They are keen to hear new and familiar stories and to learn new information. Children discover that writing is a way of communicating and that reading is enjoyable. This helps them to be ready for school.
- Children copy the childminder's calm, kind leadership. This is demonstrated when pre-school children offer to share their favourite toy and then show babies how to use it. Children show good manners and follow the childminder's well-established routines. They become considerate members of the group.
- Children learn about technology. Preschool children know that battery-driven vehicles need charging. They play happily with a toy power drill and pretend to carry out useful tasks, such as mending the chairs. Children learn to use information and communication technology. They become deeply engaged in operating a toy that speaks the names of the pictures on the cards.

Safeguarding

The arrangements for safeguarding are effective.

The childminder completes training that keeps her knowledge of safeguarding matters up to date. She knows how to seek advice if she is concerned that children are at risk of abuse or neglect. The childminder teaches children habits that promote their health and safety. They know that they must stay seated while they are eating. This helps to prevent incidents of choking. The childminder keeps required records. She notes the injuries that children sustain while in her care and reports them in writing to parents. The sharing of information promotes children's welfare and well-being.

What does the setting need to do to improve?

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

- consider more carefully whether a question will stimulate or discourage children's curiosity and learning.

Setting details

Unique reference number	500460
Local authority	Cheshire East
Inspection number	10305632
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	5
Date of previous inspection	28 February 2018

Information about this early years setting

The childminder registered in 2001 and lives in Alderley Edge. Her provision operates all year round, from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a qualification at level 3. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Susan King

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 has taken that into account in their evaluation of the setting.
- The childminder discussed with the inspector how she decides what to teach and why. They conducted a joint evaluation of a planned activity.
- The inspector observed and joined in with children's play.
- The inspector took account of parents' views.
- Documents used in the childminder's provision were sampled and evaluated by the inspector.

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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