

Childminder report

Inspection date: 11 December 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

Children demonstrate they feel happy and safe in the childminder's care. The childminder finds out what children like to do so she can follow their interests as soon as they start at the setting. Children settle quickly and form positive attachments with the childminder. They are content to play independently and enjoy the positive interaction they receive from her. Children behave well.

Young children are keen to explore, investigate and join in with the good range of activities that the childminder plans in order to promote their learning. Toddlers move freely between the play areas under the vigilant supervision of the childminder. They investigate the wide range of resources and know where to find favourite toys. The childminder is highly aware that some children prefer to learn outside. Children are active in physical play, visit areas in the local community and enjoy being in the garden. This benefits their health and well-being.

Children engage in activities that the childminder plans to develop their concentration and mathematical understanding. For example, during a sorting activity, she introduces words to describe size, shape, colour and textures. Children copy the childminder's words and phrases, which add to their growing vocabulary. Parents say the childminder shares information they can use to support their child's development at home. There are regular updates on their child's progress.

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

- The childminder finds out what children can already do when they start at the setting. She uses information and her own observations to identify what children need to learn next. She plans a range of activities that follow children's interests and promotes learning in both the indoor and outdoor environment. This means children can benefit from learning across all areas of the curriculum.
- The childminder ensures that her interactions with children promote their communication and language skills. For example, she comments on what children are doing as they roll and throw balls to each other. She uses clear words and simple instructions, which the children repeat back to the childminder. This has a positive impact that is evident in later learning, when the children use the same words and phrases when playing with each other.
- Children enjoy taking part in creative activities. They learn about mark making and printing. They use their hands and a variety of tools to paint and create pictures that are displayed throughout the setting. The childminder skilfully teaches children about colour mixing. For example, she points out which colours have been used by an artist and plans opportunities for children to experiment with different shades and textures. This encourages children to learn through play and their own exploration.

- Children are developing knowledge of mathematics during the day. For instance, while sorting blocks, children challenge each other to add one more. They count on their fingers, and the childminder checks their answers. This demonstrates children have an awareness of number and an understanding of using mathematical language during child-initiated activities.
- Children are kind and friendly. They behave well. Routines for the youngest children, such as sitting for a story or song, are quickly established. The childminder helps children make positive choices and listen to instructions. Over time, this consistent approach helps children to become increasingly independent, and they show respect to each other and adults.
- The childminder meets with other childminders, and this provides her with opportunities to hold professional discussions with others. She reflects on some areas of her practice and what she can develop further. However, she does not fully consider professional opportunities that precisely develop the knowledge and skills to benefit the children she cares for.
- The childminder understands the importance of working in partnership with parents. Parents describe how she shares regular updates about their child's development and information about what children have achieved at the setting. This promotes a consistent approach for children and encourages parents to celebrate their child's learning at home.

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:

- identify relevant training and professional development opportunities to further enhance teaching skills and knowledge.

Setting details

Unique reference number	EY296072
Local authority	Cheshire East
Inspection number	10367268
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 10
Total number of places	10
Number of children on roll	20
Date of previous inspection	1 February 2019

Information about this early years setting

The childminder registered in 2004 and lives in Knutsford. Her provision operates from 7.30am to 6pm, Monday to Friday, all year round, except for bank holidays and family holidays. The childminder holds a qualification at level 6 and early years professional status. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Sandra Hamilton

Inspection activities

- The inspector and the childminder looked at areas of the childminder's home that she uses with the children and discussed how she plans her curriculum and operates her practice.
- The inspector observed the childminder joining in activities with the children and discussed the learning that was taking place with her.
- Children spoke to the inspector during the inspection.
- The inspector looked at a sample of policies and procedures. These included documents relating to the suitability of household members, safeguarding and risk assessments.
- The inspector took into account the views of parents and discussed the childminder's reflections on her practice with her.

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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