

Childminder report

Inspection date: 16 October 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 provides a nurturing and caring environment where children form warm and trusting relationships with her. This contributes positively to children's emotional well-being and self-esteem. As such, children are happy, settled and secure in her care. The childminder gently reminds children about her expectations for behaviour. For example, children are encouraged to say 'please' and 'thank you', share resources and listen to simple instructions. As a result of the childminder's modelling and clear expectations, children behave well for their age. The childminder praises children's for their efforts and celebrates children's achievements.

The childminder has a good understanding of child development. She provides a broad curriculum that supports children's individual needs and interests. Children engage well during activities and are keen to explore and investigate. The childminder plans a range of outings to further support children's development and enhance their learning experiences. For example, children participate in woodland walks, visit farms and other local places of interest. Regular visits to story and rhyme sessions help children to develop their communication and language skills and grow in confidence in social situations. Children have positive attitudes to learning and trying new things as they experience the diverse world around them.

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

- The childminder gathers pertinent information about children and their families when they first start. This helps to ensure that children settle quickly and are ready to learn. The childminder continually shares information with parents through daily discussions and messages. Information such as care routines, activities children have enjoyed and their next steps in learning are discussed. This enables parents to support their child's learning at home.
- The childminder interacts well with children during play. For example she helps children to problem solve as they complete simple puzzles and count as they build towers. However, the childminder does not provide additional challenge when appropriate, to further extend and deepen children's thinking and understanding. Occasionally, this means that children do not make the progress that they are capable of.
- The childminder is keen for children to leave her setting ready for school. She observes and assesses children and identifies what skills they need to develop next. For example, the childminder recognises that some children need help to develop their fine motor skills. The childminder encourages children to use tweezers to sort and categorise different colour pom-poms and feathers. This helps children to strengthen the muscles in their hands in readiness for writing.
- The childminder supports children's growing independence. She recognises the

importance of developing self-care skills in readiness for school. As such, she encourages children to fasten their own coats, wash their hands and manage their toileting needs. This helps children to grow in confidence and equips them with the essential skills needed as they transition to school.

- Children demonstrate a love of books and reading. They independently select their favourite stories to share with the childminder and listen intently as they snuggle on the childminder's knee. Children carefully turn the pages, talking about what they see and predicting what will happen next. They display wonderful imagination as they recite their own stories. Children are confident and skilful communicators.
- The childminder ensures that her home is safe, secure and suitable for children. She completes daily checks to ensure that children are able to play in a safe environment. She teaches children about the importance of keeping safe. For example, as children use the stairs, she reminds them to hold on to the hand rail and remain behind her when descending. The same rigour is applied when she takes children on outings. She checks that venues are suitable and identifies potential hazards and how she can minimise these. This helps to ensure children's safety and well-being.
- The childminder has ensured that mandatory training, such as safeguarding and first aid are completed and refreshed accordingly. However, she does not target professional development opportunities that focus on developing her teaching skills further. Through her self-evaluation and reflection, the childminder recognises this and is keen to develop her knowledge and understanding of the early years to further improve outcomes 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:

- provide more challenge to children during activities to help them make even greater strides in their learning and development
- target professional development opportunities more sharply to further develop teaching skills.

Setting details

Unique reference number	EY299835
Local authority	Cheshire East
Inspection number	10351232
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	0 to 3
Total number of places	6
Number of children on roll	3
Date of previous inspection	17 October 2018

Information about this early years setting

The childminder registered in 2005 and lives in Congleton, Cheshire. She operates all year round, from 8am to 4pm from Monday to Friday, except for bank holidays and family holidays. The childminder offers government-funded places for children.

Information about this inspection

Inspector

Karen Cox

Inspection activities

- 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.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The childminder and the inspector carried out a joint observation of an activity.
- The inspector took account of the written views of parents.
- The childminder provided the inspector with a sample of key documentation on request.

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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