

Childminder report

Inspection date: 26 April 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 show that they feel happy and secure in the care of the experienced childminder. They readily enter her welcoming home and know that they will find things to do. Children are eager to begin exploring the familiar toys. They try hard to open and close little boxes, and use a finger and thumb to grasp the tiny knob on the cupboard door of the play kitchen. This helps to promote their small-muscle control. Children experiment with cause and effect. For example, they discover that metal pans from the play kitchen make a satisfying clang when they are dropped onto the laminate floor.

The childminder communicates her consistent expectations for children's behaviour. She tells toddlers when it is tidy-up time and encourages them to help her to collect the toys from the floor. Children learn to be kind and to listen to other people's ideas. This helps them to form positive relationships as they grow. Parents and carers and the childminder exchange information that helps to promote continuity in children's care and education. The childminder tells parents how long children have slept for and how much food they have eaten. Parents tell the childminder about significant events at home, such as outings.

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

- The childminder wants children to become confident explorers. She gives them time to follow their own lines of enquiry. The childminder encourages children to make their own choices about what to do. However, she limits the range of toys and equipment that children can access independently. For example, books are kept in a deep storage box, which means they are out of children's sight. This sometimes hinders children from demonstrating and developing their interests.
- The childminder knows how children learn to talk and communicate. She shows interest when children want to tell her something, and often talks with children about what they are doing. However, there are occasions when the childminder does not give children the precise words for what they are playing with or doing. This does not help children to make the swiftest progress in learning new words.
- Children's physical development is promoted well. Young toddlers relish the challenge of walking across a slightly sloping lawn in pursuit of bubbles that have settled on the ground. They bend down to pop the bubbles. The activity helps children to gain core strength and balance. Toddlers are interested in the bark chippings. They show visible effort as they use both hands to try to snap the tiny pieces in two. This promotes children's hand and finger strength.
- The childminder reads to children. Children enjoy cuddling up to read a board-book edition of 'The Very Hungry Caterpillar'. They are fascinated by the wriggling caterpillar finger puppet. The childminder follows children's request to repeat the story several times. The repetition helps to consolidate what children

know and remember. Children learn to turn the pages one by one. They discover that reading books is pleasurable. This promotes their early literacy.

- Children learn habits that contribute to their good health. They wash their hands before mealtimes. This helps to prevent illness. The childminder closely supervises children while they are eating. She teaches them to empty their mouths before putting in more food. This helps children to acquire good manners and reduces the risk of choking.
- Children learn about the world. For example, they learn about seasonal changes and know that when the weather is cold, they must put on extra clothes to keep warm. In the summer, the childminder teaches children about playing safely in the sun. She puts up a gazebo for children to play and rest under. Children plant sunflowers and find out how to care for them.
- The childminder helps children to understand internet safety. She talks with older children about their online activity. She makes sure that they know not to give out personal details, such as their name and address. The childminder shares her knowledge about online risks with parents. This helps them to keep children safe at home.

Safeguarding

The arrangements for safeguarding are effective.

The childminder completed training about the COVID-19 virus and applied her learning to her practice. Hygiene in her provision is of a high standard and helps to prevent infection from spreading. The childminder knows what to do if she has a concern that children are at risk of abuse. She knows who to call if anyone makes an allegation that she has harmed a child in her care. The childminder identifies and minimises risks to children in her home. For example, she makes sure that the bubbles that she blows land at a safe distance from the edge of the paved patio. This helps children to play safely.

What does the setting need to do to improve?

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

- give children access to an even wider choice of learning resources
- model words more precisely, to help children to rapidly extend their vocabulary.

Setting details

Unique reference number	EY335071
Local authority	Cheshire East
Inspection number	10280102
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 9
Total number of places	6
Number of children on roll	6
Date of previous inspection	27 September 2017

Information about this early years setting

The childminder registered in 2006 and lives in Macclesfield. Her provision operates all year round, Monday to Friday, except for bank holidays and family holidays. Opening hours are from 7.20am until 6pm, Monday to Thursday, and from 8am until 1pm on Friday. The childminder is eligible to provide 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 and the inspector discussed the childminder's intentions for her curriculum. They evaluated an activity and considered its impact on children's progress.
- The inspector observed interactions between the childminder and children. She joined in with play and conversations.
- The inspector spoke with one parent and took account of their views.
- Documents used in the childminder's setting 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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