

Childminder report

Inspection date: 16 August 2022

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	Met
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What is it like to attend this early years setting?

The provision is good

Children are happy and safe in this nurturing and homely environment. Young children stretch their arms out to the childminder as they are dropped off and smile as they happily wave goodbye to their parents. Children eagerly join in activities, choosing where to play. Children sit together in the tent to read stories, sharing books and pointing to the pictures. They are developing friendships as they share stories together. Children have many opportunities to go out into the community. They have regular trips to local parks, and they enjoy nature trails and trips to the farm and zoo. Children look at photos as they remember their adventures. They are developing recall skills and are learning new language.

There is a good range of resources and activities to choose from, both indoors and out in the garden. Children have ample opportunity to develop large-motor skills as they ride bicycles, climb up ramps and weave in and out of cones. They can explore, looking closely at nature using magnifying glasses. The childminder carefully observes for safety. She has high ambitions for the children and intervenes during play to support learning. Children proudly show their mark making, or the tower they have made. Their pride is evident in their wide smiles. They are developing confidence and high levels of self-esteem.

Children behave well, they take turns and share toys with each other. Children are learning skills that will help them in social groups and as they transition to pre-school.

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

- The motivated childminder updates her knowledge with regular training courses and reading on relevant research. This keeps her learning and development current and her provision for children up to date.
- Parent partnerships are strong. Parents are overwhelmingly positive about the setting, explaining that their children are happy, safe and well looked after. They comment on the nurturing environment and that their children come home happy and chatting about their day.
- The childminder gets to know individual children extremely well. This helps her to plan a relevant and stimulating curriculum which children learn from. Children make good progress.
- The childminder interacts well with children during the day. She joins in with their play, models play and is enthusiastic. This encourages children to engage. Occasionally, the childminder does not give children time to think and problem-solving during play. On these occasions, children are not developing their thinking and problem-solving skills.
- Independence is well promoted. Children are encouraged to complete self-care

tasks, such as putting on shoes and washing their faces. The childminder supports children well, for example by encouraging children to use a mirror so they can see where they need to wash. Children become increasingly independent in readiness for school.

- Starting points are well established from detailed conversations with parents while the children are settling in. The childminder holds discussions regarding allergies so that children are not given foods that would make them unwell. The childminder is extremely sensitive to children's individual needs, likes and dislikes. This means children are secure and settle well. They feel safe and ready to learn.
- Behaviour is good. Children listen to and follow instructions, and they play together well. The childminder models positive behaviour consistently and children know and understand what is expected of them and why.
- Children are eager to be involved and to help. For example, children spontaneously pick up a towel to mop up drink spillages from their friends. Children receive regular praise for achievements, and this builds their confidence and self-worth.
- Books are well used throughout the setting. Activities are often introduced with a story, and children access books throughout the day. This develops language and a love of reading.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of her role and responsibilities to protect children from harm. She can identify the signs and symptoms of abuse and knows the procedures for referring concerns about a child's welfare. The childminder updates her safeguarding training regularly to ensure her knowledge is up to date.

What does the setting need to do to improve?

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

- focus on giving children more time to develop their thinking and problem-solving skills further.

Setting details

Unique reference number	EY336211
Local authority	Cheshire West and Chester
Inspection number	10139499
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 5
Total number of places	4
Number of children on roll	4
Date of previous inspection	7 April 2016

Information about this early years setting

The childminder registered in 2006 and lives in Ellesmere Port. The childminding provision operates, Monday to Wednesday, from 8am until 5pm, all year round, except for bank holidays and family holidays. The childminder holds an early years qualification at level 4. The childminder provides funded early education for three-year-old children.

Information about this inspection

Inspector

Lynn Richards

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 provision.
- The childminder gave the inspector a tour of the setting and discussed how the curriculum is planned and implemented.
- The inspector observed the quality of education and evaluated the impact on children's learning.
- Discussions were held with the childminder, parents and children at appropriate times during the inspection. The inspector viewed written comments from parents.
- The inspector viewed a range of documentation, including paediatric first-aid certificates and training certificates.

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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