

Childminder report

Inspection date: 24 April 2025

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 are happy and confident in this bright and welcoming setting. The childminder has a secure understanding of how children learn and develop. She differentiates activities to reflect children's ages and individual ability and provides lots of opportunities for developing their problem-solving skills and independence. For example, during an activity linked to the children's favourite story, the childminder offers children choices of coloured tweezers and pots full of pom-poms. When children struggle to grasp the tweezers, she explains how to hold and squeeze them slowly and carefully. This approach helps to ensure that all children make swift progress in their development.

Children develop secure attachments and display a strong sense of belonging. The childminder is a good role model and demonstrates her high expectations for children. Children follow these expectations well and are learning to share and take turns. The childminder recognises the importance of building children's emotional security, so they can actively participate in further learning. She is calm and nurturing in her approach, and children readily come for cuddles and comfort when needed. The childminder's interactions with children are of a high quality. As a result, children become deeply engrossed in their play and display positive dispositions to learn.

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

- The childminder plans a flexible and ambitious curriculum. She closely matches activities and learning opportunities to children's interests and individual capabilities and is quick to adapt if children are not engaging. This fluidity in approach helps to ensure that all children make good progress relative to their starting points.
- Children relish their daily visits to the local park. They demonstrate good physical dexterity as they climb and balance on the play equipment and become out of breath as they chase after their friends. The childminder teaches children to take appropriate risks and challenges as they play, building their confidence and resilience and giving them a sense of achievement when they succeed.
- Children benefit from a language-rich environment. The childminder narrates their play and tests their recall. For instance, they remember that caterpillars turn into 'cocoons'. This helps children to build their vocabulary. However, occasionally, the childminder uses colloquial phrases and informal words such as 'handies' instead of modelling the correct words for children to hear. This means that children are not consistently exposed to the correct use of language.
- Children are developing good hygiene practices and independence. They know to wash their hands without being reminded and practise putting on their own shoes and hats. They peel their bananas at snack time and dispose of their own

rubbish accordingly. Children are growing in independence and are learning to manage their personal care needs well.

- The childminder embeds mathematical concepts into everyday routines by providing various opportunities for children to count, measure and compare. For example, children confidently count how many more fruits they need to correspond with the very hungry caterpillar game. They are learning to instantly recognise the number of objects in a group without needing to count them one by one, and also know that if they have three objects they need two more to make five. This helps to ensure that mathematics is a secure area of learning before children move on to their next stage.
- The childminder recognises the importance of networking to share knowledge, ideas and good practice. She has developed good relationships with local childminders, and they regularly meet at various groups. This supports children to practise their social skills and develop respect for each other's cultures and differences. However, the childminder has not liaised with other settings that children will also be attending to ensure continuity in children's learning.
- Partnerships with parents are strong. Parents are highly complimentary about the support they are offered and comment on the significant progress their children have made. Children with English as an additional language are included particularly well, and the childminder involves parents in developing plans for their next steps. This partnership working has a positive impact on children's learning and development.

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:

- enhance the curriculum for communication and language and model the correct use of language in conversations to develop children's speech development further
- strengthen partnerships with the other settings that children also attend so that information is shared and children consistently receive continuity of care.

Setting details

Unique reference number	EY344116
Local authority	Cheshire East
Inspection number	10380729
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 3
Total number of places	6
Number of children on roll	4
Date of previous inspection	20 June 2019

Information about this early years setting

The childminder registered in 2006 and lives in Sandbach, Cheshire. She operates all year round, from 8am to 5.30pm, Tuesday to Thursday, except for bank holidays and family holidays. The childminder holds a relevant qualification at level 3. She provides government funded childcare.

Information about this inspection

Inspector

Marianne McDowell

Inspection activities

- The childminder and the inspector discussed the curriculum and the intentions for children's learning.
- The inspector observed the childminder's interactions with children during play and daily routines.
- The inspector observed the quality of education being provided and assessed the impact on children's learning and development.
- The inspector spoke to children and read feedback from parents and took account of their views.
- The childminder provided the inspector with a sample of relevant records and key documentation, including evidence of the suitability of adults living in the household and statutory progress checks for the children.
- All areas of the premises used for childminding were viewed, and the inspector took account of how the childminder ensures that children are safe.

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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