

Childminder report

Inspection date: 2 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

Children are happy with this warm and nurturing childminder. She supports children to learn through exploration and encourages them to be curious. The childminder has developed a broad and ambitious curriculum based on children's interests. Children enjoy exploring new places, such as the zoo, the aquarium and the library. They learn about the world around them by meeting new people in the community and at playgroups. There are lots of opportunities for outdoor play and children are active throughout the day.

The childminder ensures children are safe in her care. She helps children to wash their faces using a mirror and teaches them how to take care of their teeth. The childminder talks about food providing energy and encourages children to use their muscles as they carry pumpkins.

The childminder has high expectations of children's behaviour. She motivates children to learn with plenty of praise and close attention. For example, she listens carefully to children as they talk about what might be inside the pumpkins. She praises their thinking skills as they suggest it will be 'sweets' or 'sharks' and then helps them learn about the seeds inside. Children make good progress and are enthralled in their learning.

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

- The childminder delivers her broad curriculum effectively. She compares objects by pointing out similarities and differences to help contextualise the information children learn. She clarifies misunderstandings straight away and gives children visual ways to understand information. For example, when children say that a yellow block is blue, she shows them a blue block and asks, 'Are they the same?' All children make good progress in their learning.
- The childminder sequences children's learning effectively. She builds on what they know and can do by observing their play and extending their learning. For example, when children say a toy tiger is climbing a ladder, the childminder helps them recall their trip to the zoo and talks about different professionals who use ladders. As a result, children make connections and remember what they have learned.
- The childminder supports children to develop an ambitious vocabulary. As children explore autumnal objects, she supports them to use new words to describe the soft flesh of the pumpkin and the droplets of sap in the flowers. Because of this, children are beginning to use a wide vocabulary with confidence.
- The childminder promotes children's independence. She encourages everyone to help with tasks and supports children to try to do things independently before

they ask for help. Consequently, children show resilience and skill in completing tasks for themselves.

- The childminder teaches children how to manage their emotions. She helps children learn to recognise and talk about their feelings. For example, she soothes children, saying, 'You miss mummy, she has to go to work, she will be back soon.' She asks children to use words to express when they are upset or angry. Consequently, any disputes are resolved quickly and with the minimum of distress.
- In the main, the childminder maintains effective relationships with parents. She communicates well with them to say what outings and activities children have enjoyed each day and to discuss any care needs. This ensures that children feel secure and supported. However, the childminder does not share some information about children's learning with parents. As a result, parents are not fully supported to understand what their child is working towards and how they can support them at home.
- The childminder has strong self-reflection skills. She knows what her strengths are and has a good understanding of the quality of her setting. She is ambitious about providing a flexible yet broad curriculum and puts children's well-being at the forefront. She regularly reviews her practice to ensure it is consistent with this vision. As a result, she is able to focus on the areas that make the most difference to the quality of care and education children receive.

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:

- support parents more effectively to help them to continue children's learning at home.

Setting details

Unique reference number	EY399951
Local authority	Cheshire West and Chester
Inspection number	10355328
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 2
Total number of places	6
Number of children on roll	7
Date of previous inspection	26 November 2018

Information about this early years setting

The childminder registered in 2009 and lives in Ellesmere Port, Cheshire. She operates all year round from 7.30am to 5.30pm, Monday to Thursday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3.

Information about this inspection

Inspector

Natalie Myatt

Inspection activities

- Children spoke to the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- 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 spoke to several parents during the inspection and took account of their views.

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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