

Childminder report

Inspection date: 3 December 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 have lovely bonds with the kind and nurturing childminder. Despite some children being very new and only attending for a few sessions, they are incredibly well settled. The childminder knows children well and is highly alert to their changing mood, for instance when children become tired or are feeling unwell. She responds swiftly with cuddles and reassurance. Children benefit from calm and sensitive interactions. This promotes children's emotional well-being and helps them to feel safe and secure in the childminder's care.

The childminder has high expectations of what children can achieve and provides an ambitious curriculum. She offers learning opportunities that help children to develop their concentration skills and perseverance. When playing with the dough, the childminder supports children to use tools, such as scissors to cut the dough. Children show determination and an eagerness to succeed when mastering the new skill. For younger children, the childminder models the correct hand motions needed to form a ball of dough. Children concentrate well and copy the childminder's actions to create their own ball independently. Children make good progress in their development and demonstrate a positive attitude to learning.

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

- The childminder understands child development well. She gets to know children's interests and next steps and uses these to form her curriculum. The childminder monitors children's development each week to check what they know and can do. This helps her to plan experiences that build on and extend children's existing skills and knowledge. Children make good progress from their starting points.
- The childminder has good procedures in place for identifying and supporting children who may be at risk of falling behind. She has made links with outside agencies, such as the speech and language therapy service and uses strategies from them to support children. This helps to ensure that children receive the targeted support they need while waiting for outside referrals.
- The childminder has a strong focus on communication and language development. She introduces new words to children and engages them in conversation. However, she does not always recognise when she is using too many words and speaking too much for some children. This does not allow these children the uninterrupted time and opportunity they need to practise the words they are learning.
- Children have a good understanding of the rules and boundaries at the setting. The childminder reminds children about behaviour expectations, such as not climbing on the chairs and explains how this may cause an injury. Children listen carefully to the childminder and follow her instructions. They behave very well

and are learning about what is expected of them.

- Literacy development is well promoted at the setting. Children eagerly choose and explore books about feelings. They talk about what they see and make links to their own feelings. The childminder asks children questions to test out their understanding and promote discussion. This helps to prepare children for the next stage in learning, particularly their move to school.
- Partnership working with parents and other professionals is well embedded. The childminder provides parents with information about children's learning and involves them in statutory assessments. She is pro-active in seeking information about children's development from other settings that they attend. This helps to inform her planning and provides continuity in children's learning.
- Children are beginning to learn about some of the ways to stay healthy. The childminder models good hygiene procedures and explains the importance of these to children. She provides healthy meals and ensures children have fresh drinking water. Children have daily access to the outdoors to exercise and strengthen their physical skills. This promotes children's well-being and overall good health.
- The childminder values continued professional development and accesses a range of additional training to help broaden her skills and knowledge. She attends all mandatory training and has links with the Local Authority to share good practice and keep up to date with current legislation. This helps her to provide high-quality care and education to children.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around culture safeguarding that puts children's interests time.

What does the setting need to do to improve?

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

- provide children with more uninterrupted time and opportunity to practise their emerging speaking skills.

Setting details

Unique reference number	EY421402
Local authority	Cheshire West and Chester
Inspection number	10367567
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	2 to 11
Total number of places	12
Number of children on roll	9
Date of previous inspection	13 February 2019

Information about this early years setting

The childminder registered in 2011 and lives in Cuddington, Cheshire. She operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder works with an assistant on some occasions. She provides government funded places for childcare.

Information about this inspection

Inspector
Kayte Farrell

Inspection activities

- The childminder and the inspector discussed how the childminder organises their early years setting, including the aims and rationale for their Early Years Foundation Stage curriculum.
- Children spoke with the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and assessed the impact that this was having on children's learning.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector took account of written feedback from parents.

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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