

Childminder report

Inspection date: 20 January 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

The childminder has made some changes to the setting in response to the COVID-19 pandemic to ensure that children are kept safe. Children are greeted at the door by the friendly childminder. They happily enter the warm and welcoming environment which the childminder has created. Children are made to feel safe and they settle with ease.

Children have great fun playing with a toy boat and different animals. The childminder has high expectations for children's learning. She plans activities which capture the children's interest and ignite their curiosity. For example, she encourages the children to have a go at saying the names of the animals and make the animal sounds. This helps to support children's early speech and language development.

Children sit together and enjoy nutritious snacks and meals throughout the day. Children learn about healthy food choices and how these can help them to keep their teeth healthy. Children are well behaved. They play well with their friends. The childminder supports children to take turns. With some gentle encouragement, children share with their friends. The childminder is always close by to support the children in their play and learning. Children have close bonds the childminder.

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

- The childminder plans exciting learning opportunities for children to join in with. These are typically based on what children already know and can do. This supports children to develop their skills and knowledge across a range of well-planned experiences. For example, children practise threading shoelaces through different-sized bobbins. This supports children to develop their hand-to-eye coordination. Additionally, this helps to develop children's hand muscles in preparation for writing activities. However, at times, the childminder does not evaluate or adapt activities effectively. Therefore, occasionally, some children start to lose focus and become distracted.
- Children enjoy engaging in singing activities. The childminder sings familiar nursery rhymes with children during personal care routines. Children delight in the opportunity to join in with familiar stories. The childminder models new words and sounds, which supports the children to develop their communication and language skills. Children enjoy visiting the local library where they can choose the books they want to take back to the setting to read next.
- The childminder supports children's emotional well-being. Children seek out the childminder for reassurance during their play. The childminder gives children lots of praise, which builds their confidence. Children go on regular walks and visit the local park. Children learn about the benefits of keeping fit and healthy

through regular exercise and lots of time in the fresh air.

- Children are beginning to develop their independence skills in their free play. However, the childminder does not always encourage this during routines and at mealtimes. For example, the childminder does not consistently support children to learn how to tidy up after activities or to feed themselves.
- The childminder shows high levels of commitment to her professional development. She regularly accesses online training, which she uses to improve her provision. The childminder has good links with other local childminders who she meets with regularly to share information and best practice.
- The childminder supports children who speak English as an additional language. She learns key words in children's home language to enable her to communicate well with them. The childminder is aware of the different cultures and backgrounds of children in her care. She plans opportunities for children to learn about different events and celebrations, such as Chinese New Year.
- Parents speak highly of the childminder. They feel that the childminder provides good-quality learning opportunities for their children. Parents feel that the childminder guides them well on how to continue supporting their children's learning at home.
- The childminder has good links with the local authority. This means that she can access early help and support for children with special educational needs and/or disabilities in a timely manner. Consequently, all children are ready for their next stage in learning.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good knowledge and understanding of safeguarding. She is aware of her role and responsibilities in keeping children safe. The childminder has recently completed a safeguarding refresher course. She has updated her policy in response and has shared this with parents. The childminder is aware of how to correctly report concerns she may have about the welfare of children. The childminder is trained in paediatric first aid and keeps this training up to date. She has an emergency evacuation procedure in place which she practises on a regular basis with children.

What does the setting need to do to improve?

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

- improve systems for evaluating and adapting learning opportunities to ensure that children maintain the highest levels of focus and concentration
- provide further opportunities for children to develop their independence skills during routines and at mealtimes.

Setting details

Unique reference number	EY421915
Local authority	Cheshire East
Inspection number	10133280
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 October 2015

Information about this early years setting

The childminder registered in 2011 and lives in the Poynton area of Stockport, Cheshire. She operates all year round from 7.30am to 6.30pm, Tuesday to Thursday.

Information about this inspection

Inspector

Suzanne Fenwick

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 how new learning is planned. They discussed how well children learn new skills and knowledge.
- The inspector observed interactions between the childminder and children.
- Parents shared their views of the setting with the inspector.
- The childminder provided the required documentation for the inspector to review.

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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