

Childminder report

Inspection date: 5 September 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	Outstanding
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What is it like to attend this early years setting?

The provision is good

The childminder offers a nurturing and welcoming environment where children feel secure and at ease. She is warm and caring. Children thrive knowing that they are valued and cared for. They behave well and play happily together. Children have excellent relationships with the childminder and each other. The childminder encourages kindness and politeness, which children show consistently in their interactions. She offers a dedicated play space and garden. The childminder encourages children to be curious and take an active role in their learning. Children develop strong imagination skills through role play. They eagerly make pretend cups of tea for the childminder, which she happily pretends to drink. The childminder encourages children to sing. She reads stories expressively, such as 'Shark in the Park'. Children join in enthusiastically, act out the story and point out details in pictures. This helps to build their communication skills and fosters a love of stories and reading.

The childminder meets up with other childminders in the area to support children's social skills and interactions. The childminder knows the children well and understands the context in which they are growing up. She provides a range of experiences for children that enhance the strong curriculum. For example, children enjoy visits to see ducks and trips to soft play where they practise their physical skills.

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

- The childminder has developed a strong cycle of planning and assessment. She understands children's stages of development and plans activities that meet their unique needs. For example, she adapts threading activities to meet children's capabilities. This helps children to make good progress in their learning.
- The childminder supports the development of children's knowledge and skills through everyday experiences. For example, she encourages children to observe 'Bob Robin' in the garden. Children learn about the food that the robin eats. This helps children to continually develop knowledge and skills.
- The childminder provides good support for children's communication and language development. She introduces new words and repeats key words to help children develop their language skills. She narrates everything she does so that children are exposed to a wide variety of everyday language. The childminder has learned basic sign language, which she and the children use to support their spoken communication. This helps children to become expressive communicators.
- The childminder often explains things clearly. For example, she tells children not to step on toys because they might hurt their toes or break the toys. However, she sometimes gives instructions, such as 'be careful', without explaining why or

how. This means children are not always clear about what is expected of them.

- The childminder encourages children to listen and follow instructions. For example, when she plays the 'clean up song', children eagerly rush to tidy up together. They show pride in their achievements. This helps to build cooperation and teamwork.
- The childminder establishes strong routines that support children's development. For example, she carries out nappy changes sensitively, ensuring babies have privacy. While she does this, older children spend time looking at books independently. This helps children feel secure and promotes their personal development.
- The childminder teaches children how to keep themselves safe. For example, when walking to the local school, she teaches children how to cross the road safely. Older children support younger children, which helps them to develop a sense of responsibility. This helps to develop children's skills and ability to manage risks safely.
- The childminder promotes independence in everyday routines. For example, some children use the bathroom independently and wash their hands after using the bathroom. The childminder teaches children about hygiene and how to make sure that they are safe from germs. This helps children to develop self-care skills and confidence.
- The childminder undertakes a wide range of professional development. She particularly focuses on safeguarding, such as sleep safety and healthy eating. This helps the childminder to be confident in her practice and strengthens the quality of care she provides.
- The childminder works closely with parents. She supports them with developing routines around sleep, diet and behaviour. This helps to provide consistency between home and the childminder.

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:

- develop clear explanations to help children understand expectations and engage fully in all aspects of their learning.

Setting details

Unique reference number	EY432433
Local authority	Cheshire East
Inspection number	10398937
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 10
Total number of places	6
Number of children on roll	9
Date of previous inspection	14 November 2019

Information about this early years setting

The childminder registered in 2010 and lives in Macclesfield, Cheshire. The childminder operates from 8am to 5.30pm, Monday to Friday, all year round, except for bank holidays and family holidays. She provides funded early education for children aged from nine months to four years. The childminder holds a relevant childcare qualification at level 3.

Information about this inspection

Inspector

Amanda Richards

Inspection activities

- The childminder and inspector completed a learning walk together and discussed the early years curriculum.
- Children communicated with the inspector during the inspection.
- The inspector talked to the childminder at appropriate times during the inspection and took account of her views.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- Parents shared their views with the inspector.
- The inspector and childminder carried out a joint observation.
- The childminder provided the inspector with a sample of key documentation on request.

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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