

Childminder report

Inspection date: 2 May 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

The childminder provides an engaging and caring environment for children to thrive. She forms close relationships with children, which helps them to feel settled and happy. Children feel at ease with the childminder. They know that their thoughts and feelings are valued. For example, children sit on the childminder's knee and cuddle as she reads stories that they choose. Children are confident asking for help when they need it.

The childminder gives children a wide range of learning experiences which contribute to an ambitious curriculum for all. For example, she takes children on a walk to the local shop to choose their own snack. They regularly visit a range of natural environments and places such as the airport. This gives children a broad understanding of their local environment and the wider world they live in.

The childminder tailors activities around children's interests, which helps them to fully engage in their learning. For example, when children become fascinated with a bridge, the childminder takes them to visit a range of local bridges. Children have positive attitudes to learning and they are eager to learn more. This helps all children to make good progress.

The childminder sets high expectations for children's behaviour and conduct. She models exemplary manners which children copy. For example, they say 'please' and 'thank you'.

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

- The childminder precisely monitors children's progress and knows exactly what children need to learn next. She carefully chooses activities to meet children's needs. For example, children match coloured bears to pots using colour and shape. The childminder sets high expectations for children's learning, which helps them to make good progress. Children are well prepared for the next steps in their learning.
- The childminder provides a wide range of support to help children develop their communication and language skills. For example, she introduces lots of new words to children and helps them to sound them out. This helps children to become confident and articulate communicators.
- Children's physical development is promoted well. For example, children carefully and skilfully chop their own strawberries for snack. This helps children to develop their fine motor skills and strength in their hands.
- Children's mathematical development is a high priority for the childminder. Children focus intently as they use tweezers to pick up small coloured bears. The childminder encourages children to count spots on a dice and gently guides their

fingers to touch the spots one by one. This helps children to gain a solid foundation of mathematical skills, preparing them well for future learning.

- The childminder's curriculum does not consistently support children to develop their problem-solving skills. For example, the childminder regularly directs children's next steps throughout daily activities. This means that children are not always able to think for themselves about what comes next.
- The childminder teaches children how to keep themselves safe. For example, she teaches children about online safety through age-appropriate stories. Children learn how to safely cross the road through first-hand experiences. The childminder models these skills for children, which helps them learn how to do it independently.
- Children become fully engaged in their learning. For example, they eagerly explore play dough and a variety of tools for an extended period of time. They are highly motivated to learn and find excitement and joy in their day-to-day activities.
- The childminder takes part in training that is specifically based on children's needs. For example, when children need support with speech and language, she takes part in training that helps her to provide this support. This means that she is able to meet children's unique needs.
- The childminder is reflective and identifies areas of her setting she would like to develop. She works closely with a local group of childminders who support her professional development. This helps her to keep her knowledge up to date.
- Parents highly praise the childminder and the care she provides. They particularly value the close relationships that she has with children and the progress children make in their learning. Regular communication between the childminder and home helps to ensure that children's learning is consistent.

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 the curriculum to allow children to further develop their critical thinking and sequencing skills.

Setting details

Unique reference number	EY443633
Local authority	Cheshire West and Chester
Inspection number	10335840
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 4
Total number of places	6
Number of children on roll	4
Date of previous inspection	28 June 2018

Information about this early years setting

The childminder registered in 2012 and lives in Chester. She operates all year from 8am to 5pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. She provides funded early years education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Amanda Richards

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 childminder.
- Children communicated with the inspector during the inspection.
- The inspector talked to the childminder at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Parents shared their views with the inspector.
- The inspector carried out a joint observation with the childminder.
- 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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