

Childminder report

Inspection date: 1 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	Good
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What is it like to attend this early years setting?

The provision is good

Children thrive in the care of this kind and caring childminder. The childminder carefully supports children who are new to the setting to settle into their environment. She works with parents and carers to gather information about children's current routines, likes, dislikes and interests. The childminder gradually builds up the time that children spend with her. She ensures that children feel emotionally secure as quickly as possible. There are lots of cuddles and warm interactions between children and the childminder. As a result, all children, including those very new to the setting, are happy, settled and confident to explore the activities on offer.

The childminder has a particular focus in her curriculum on supporting children's communication and language. Children are entranced as the childminder shares a story about farmyard animals. They snuggle up on her knee and help to turn the pages and lift the flaps. Children point to the familiar animals and make animal noises in response to the pictures. The childminder encourages them to think about what animals they can see and what animals might be on the next page. This supports children to develop their early speech and language well.

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

- There is an ambitious curriculum in place for all children. The childminder works with parents to identify children's starting points and the skills they need to practise or develop next. She uses her assessments very effectively to monitor children's progress and identify any areas where children may need additional support. This helps all children to make good progress.
- Overall, the childminder provides a well-planned environment that supports children's learning and development. Inside, in the well-organised playroom, she makes toys and books accessible to children, so they can choose what they want to play with. The childminder thoughtfully chooses resources to reflect the age and stage of children. However, the childminder has not yet fully considered how she uses her outdoor environment to enhance younger children's learning. This means that younger children who prefer to learn outside have less opportunities to do so.
- The childminder takes every opportunity to develop children's early speech and language. She speaks clearly and uses an engaging voice to attract children to listen to what she is saying. When listening to a story, children are fascinated as the childminder whispers at moments of suspense and then speaks more loudly at exciting moments. This supports children to develop their listening skills and promotes an early love of books.
- Children have lots of opportunities to develop their physical skills. They giggle in excitement as they pull and stretch an expanding toy and squash a squidgy

object between their hands. Children are intrigued by the changes in pattern and colour as they run their fingers over a sequined board, which is placed thoughtfully at their level on the wall. These activities develop children's fine motor skills and hand-eye coordination.

- The childminder supports children to be as independent as possible. Older children help themselves to a drink of water from a dispenser and practise carefully carrying the full cups to the table. At lunchtime, the childminder supports babies to use cutlery to feed themselves from appetising plates of homemade cottage pie and vegetables. The childminder is full of encouragement and praise for their efforts. These activities help to develop children's confidence and self-care skills well.
- The childminder takes children on lots of trips and visits in the local area and beyond. She plans visits to a farm and a zoo to enhance children's understanding of books, which they have read about animals. Children have visited a local fire station to further develop their appreciation of people who help them. These carefully planned visits enhance children's understanding of their local community and their knowledge of the world.
- Parents work in a positive partnership with the childminder. They report that they appreciate the information and advice that the childminder shares with them relating to their children's progress and development. Parents describe the childminder's house as a 'safe and happy place'. They say that their children are happy and settled and enjoy their time in the setting.

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 organisation of the outdoor learning environment further to better support younger children who prefer to learn outdoors.

Setting details

Unique reference number	EY546868
Local authority	Cheshire East
Inspection number	10399660
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 1
Total number of places	6
Number of children on roll	5
Date of previous inspection	10 December 2019

Information about this early years setting

The childminder registered in 2017 and lives in Alasger, Cheshire East. She operates all year round, from 7.30am to 5pm, Monday to Thursday, and from 7.30am to 4pm on Fridays, except for bank holidays and family holidays. The childminder provides government funded childcare. She holds an appropriate qualification at level 3.

Information about this inspection

Inspector

Sarah Gower-Jones

Inspection activities

- The childminder showed the inspector around the premises and discussed how she ensures that they are safe and suitable.
- The childminder and the inspector discussed how the childminder organises her early years provision, including the aims and rationale for the curriculum.
- Children communicated with the inspector during the inspection.
- The childminder and the inspector discussed how the curriculum is implemented and the impact on children's learning.
- Parents shared their views of the setting with the inspector.
- 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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