

Childminder report

Inspection date: 7 October 2019

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 has a clear vision for the provision. Her intention is to provide a homely environment where children feel safe and loved, and where they are stimulated to learn. This is demonstrated as children are confident, extremely settled and happy in the childminder's care. They know the daily routines, behave well and are clear about what is expected of them. They sit patiently at the table while the childminder prepares their snack and they eagerly go to the conservatory when it is sleep time. A child asks for a blanket and tells the childminder that he is comfy. All children show a sense of security and go to sleep very quickly. Children enjoy making choices about their play. They decide which resources they want from the accessible storage. The childminder generally supports children's learning well. She narrates children's play and models language so that children develop speaking skills effectively. The childminder encourages children to 'have a go', for example, when cutting up the fruit for snack time. However, she does not consistently extend the learning opportunities for most-able children. Children develop independence and effective self-care skills in readiness for school. They take their plates back to the kitchen and learn which items of waste are separated for recycling. Children develop their physical skills while playing in the garden. The youngest children experiment with ways to go down the slide and an older child pushes a favourite wheeled toy around the garden, manoeuvring skilfully around obstacles.

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

- The childminder knows children well. She is aware of their likes and dislikes and the ways they prefer to learn. The childminder helps the youngest children to consolidate their learning and supports their play urges. For example, resources are provided to encourage children to transport things and to empty and fill receptacles. The childminder knows that children like to place toys in order and line them up. She sensitively facilitates this and praises their achievements.
- Children relish the opportunity to choose a book for story time and enjoy sitting with the childminder to read it together. They are encouraged to learn new words and develop their vocabulary. However, the childminder does not consistently help most-able children to build on their knowledge, for example, by recognising letters and practising initial sounds.
- The childminder develops good partnerships with parents. She obtains information about children's learning at home. This helps her to decide what experiences children will benefit from and encourage their progress in all areas of learning. She liaises with professionals in other settings that children attend to promote consistency in children's care and learning. She uses the information available to her to ensure that she provides enjoyable activities that excite children and motivate them to learn. Although, at times, she does not challenge

most-able children to think and respond.

- The childminder reflects on the service she provides and identifies ways to make improvements. She is committed to ongoing professional development and uses the knowledge that she gains through training to enhance her teaching. The childminder attended a workshop to develop her knowledge about therapeutic play. As a result of this, she introduced bubble and balloon play to encourage children to be tactile. The play enabled children to laugh, have fun, catch and chase and to work together to keep the balloons in the air.
- Children learn to keep themselves safe as they learn about road safety while on outings and practise good personal hygiene. The childminder ensures children's safety by assessing and minimising the risks in all environments that children access.
- Children enjoy building and designing. For example, they make a castle to keep their imaginary dinosaurs safe. They use mathematical concepts spontaneously in their play and recognise that they have used more yellow bricks than any other colour.
- The childminder helps children to be tolerant and to understand the behaviours of others. Older children help their younger playmates. For example, they encourage them to get ready for outdoor play and they remind them how to prepare for mealtimes.

Safeguarding

The arrangements for safeguarding are effective.

The childminder attends training courses on safeguarding to keep her knowledge of how to protect children from harm up to date. She understands the action to take if she has concerns about a child in her care. The childminder is well informed about wider safeguarding issues and her responsibilities, for example, in regard to the 'Prevent' duty. She is aware of children's attendance patterns and keeps accurate records of when children are in her home to keep them safe.

What does the setting need to do to improve?

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

- provide more opportunities for most-able children to develop their early literacy skills and to think and respond.

Setting details

Unique reference number	EY453076
Local authority	Cheshire East
Inspection number	10075278
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 6
Total number of places	6
Number of children on roll	6
Date of previous inspection	15 June 2016

Information about this early years setting

The childminder registered in 2012 and lives in Middlewich, Cheshire. She operates all year round from 8am to 6pm, Monday to Friday. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Dianne Andrews

Inspection activities

- The inspector looked at all areas of the premises. The childminder explained how she organises the environment to support children's care and learning.
- The inspector observed children's activities, indoors and outdoors, and spoke to children at appropriate times during the inspection.
- Relevant documentation was viewed during the inspection.
- The inspector spoke to the childminder during the inspection to establish how she manages the provision.

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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