

# Childminder report

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Inspection date: 18 November 2021

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<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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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**

Parents hold the childminder in high regard. They comment favourably that it is like leaving their children with family. Parents know that their children are well cared for and feel safe. They said that the childminder goes above and beyond to meet the needs of their children.

Children settle well. Relationships are caring and fun. The childminder is very attentive to the needs of children. They are extremely happy in her care. Children grow in confidence and make strong gains in their learning. On the rare occasions that they are upset, they seek out the childminder for cuddles. She knows what to do, to turn their tears to laughter. Children run off happy and eager to play again.

The childminder is a positive role model. Children behave well. The childminder supports younger children to help them understand the importance of sharing with their friends. Children enjoy playing together. They smile and laugh as they run together, side by side.

The childminder has suitably high expectations for all children attending her setting. She provides many opportunities for children to enjoy their learning. Children concentrate well in these activities. For example, they spend time carefully building towers with magnetic shapes and develop their understanding of mathematical concepts.

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

- The childminder provides a curriculum with a wide range of learning opportunities. She plans these to build on what children know and can do. This is developing their skills and knowledge. The childminder regularly shares information with parents on children's progress. She provides support to help extend children's learning at home. The childminder understands how to identify any concerns. She works well with other professionals to get additional support for children, when it is required.
- The childminder places a sharp focus on developing children's early speech. She models language well as she talks to them. She listens carefully to children. Younger children are given time and encouragement to get their meaning across. Children enjoy singing songs and nursery rhymes. The childminder carefully introduces new words, such as 'crunchy' and 'splat' while children play. Children develop their communication and language skills well.
- Children cuddle up to share books. They enjoy this special time. Younger children point out their favourite characters. They have fun acting out what they do in the story. However, children do not have access to a wide range of books and reading material they can select on their own.

- The childminder provides many opportunities for children to look after and think for themselves. She uses praise well. Children are encouraged to put on their own aprons when painting. They are given plenty of time to work out their own problems. For example, they try different ways of putting the shelf back in the play oven. Children smile with pride as it finally slots into place. This helps children to become independent learners.
- Children are encouraged to use happy and sad faces to show how they are feeling. However, the childminder does not develop this further to help children explore why they are feeling that way.
- The childminder provides a range of opportunities to develop children's physical skills. Children enjoy active play and being outside. They learn how to use tools, such as brushes and spoons, as they explore making marks.
- The childminder teaches children about healthy choices. Children learn how to be gentle with others. They know they have to wash their hands after stroking animals. Children learn how to identify and manage risks. For example, younger children point and warn that the oven is 'hot'.
- The childminder makes sure that her early years knowledge is current. For example, she has reduced unnecessary paperwork, so that she can spend more time with children.
- Parents appreciate the way the childminder listens to them and their children. When the setting closed, due to the COVID-19 pandemic lockdown, the childminder kept in close contact with families. This helped parents understand the steps that she was talking to keep children safe. Children settled quickly when they returned.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a strong understanding of how to keep children safe. Regular risk assessments are completed to ensure that the areas used by children are suitable. The childminder knows what signs to look for if she has concerns about a child. She works well with other agencies to make sure that children and families receive the support they need.

## What does the setting need to do to improve?

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

- improve the range of books that children can independently access to further develop a love of reading
- provide more opportunities to teach children to understand about their feelings and develop their emotional literacy.

## Setting details

<b>Unique reference number</b>	402375
<b>Local authority</b>	Cheshire West and Chester
<b>Inspection number</b>	10209830
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children at time of inspection</b>	1 to 12
<b>Total number of places</b>	8
<b>Number of children on roll</b>	10
<b>Date of previous inspection</b>	11 August 2016

## Information about this early years setting

The childminder registered in 2001 and lives in Ellesmere Port, Cheshire. She operates Monday to Friday from 7.30am until 6pm, all year round, except for bank holidays and family holidays.

## Information about this inspection

### Inspector

Becky Williams

### Inspection activities

- This was the first routine inspection the childminder received since the COVID19 pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in the evaluation of the setting.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- The inspector observed the childminder deliver a planned activity and discussed children's learning.
- The inspector observed the interactions between the childminder and children.
- The inspector spoke to children, to find out about their time at the setting.
- Parents shared their views of the setting with the inspector. The inspector took account of their views.

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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