

Childminder report

Inspection date: 3 April 2023

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 are happy and content with the childminder in her home. The childminder is welcoming and displays an enthusiastic and fun attitude. Children respond to the positive energy and show enjoyment and an eagerness to learn and play in the warm and friendly environment.

The childminder is a good role model. She establishes subtle rules that children are familiar with and effortlessly follow. Children respect equipment and know to tidy away toys after use. They learn about different emotions and openly speak about how they feel. The childminder provides gentle reminders of the importance of sharing and being kind to their friends. This results in children developing good friendships. They behave well and are safe and emotionally secure.

Children are highly engaged and demonstrate positive and eager attitudes towards learning. They use chalk to make marks on walls and confidently describe different shapes and colours that they have used. Children create magnetic structures. They talk about different sizes and the number of pieces that they need. Children run around in the outdoors, climb up steps to slides and stretch and catch bubbles in the air. Children experience a wide range of opportunities that cover all areas of learning.

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

- The childminder demonstrates a passionate and enthusiastic approach. She reviews her practice and accurately identifies her strengths and areas for further improvements. She meets regularly with other childminders, shares ideas and keeps abreast of any updates. As a result, the childminder provides high-quality care and learning experiences to children that help to support them in their development.
- The childminder interacts well with children as they play. She joins in with activities and uses these opportunities to build on what children already know and test out their previous learning. However, occasionally, the childminder does not give the children enough time to think through possible solutions to problems that they encounter. This prevents children from building on their critical thinking and problem-solving skills.
- The childminder supports children's communication and language well. She continually talks to children and provides them with a wealth of new words and vocabulary. Furthermore, she increases children's understanding of positional language, such as 'on top of' and 'underneath'. This results in children becoming confident communicators.
- The curriculum is well sequenced. The childminder gets to know the children well and plans activities to support them in their next stage of learning.

Consequently, any emerging gaps in their development are quickly identified and additional support and focus is given. Children are making good progress.

- Generally, the childminder supports children's awareness of the importance of being active and healthy. She encourages children to jump up and down and move their bodies to keep themselves warm. Furthermore, she explains to children how to use their muscles to push hard to make the see-saw rock. However, at times, the childminder is not consistent in carrying out good hygiene procedures. For example, she does not always wash her hands after wiping children's noses or after changing their nappies. This increases the risk of infection, cross-contamination and the spread of germs for children.
- Children are encouraged to carry out tasks for themselves, such as zipping up their coats and putting on their shoes. This helps to support children's independence and enables them to acquire the skills they need in the future, such as for when they start school.
- The childminder develops good partnerships with parents. She takes the time to get to know children and provides settling-in sessions to support the transition into her home. Parents comment that they appreciate how sensitive the childminder is to their children's emotional needs and provides them with reassurance and love. Daily discussions take place, and information about what children have done throughout the day is shared with parents. This helps them to further support their children's interests and learning at home.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of her role and responsibilities to safeguard children. She has policies in place and a good knowledge of the procedures to follow if she has any concerns about children's welfare. The childminder can confidently explain the 'Prevent' duty and is aware of the signs of radicalisation. She ensures that all hazards are minimised and talks to children as they play to make them aware of potential hazards around her home. For example, children are asked to put their shoes in a safe place to avoid others tripping over them as they play.

What does the setting need to do to improve?

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

- allow children the time to think through solutions for themselves, to further support their critical thinking and problem-solving skills
- ensure that good hygiene procedures are consistently carried out, especially with regard to handwashing, to reduce the risk of infection, cross-contamination and the spread of germs.

Setting details

Unique reference number	EY408342
Local authority	Cheshire West and Chester
Inspection number	10280499
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 6
Total number of places	6
Number of children on roll	8
Date of previous inspection	22 August 2017

Information about this early years setting

The childminder registered in 2010. She lives in Little Sutton, Ellesmere Port. Her provision operates all year round from Monday to Friday, 8am to 6pm, except for bank holidays and family holidays. The childminder holds an appropriate early years qualification at level 3. The childminder provides funded early education for two- and three-year-old children.

Information about this inspection

Inspector
Kellie Lever

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 setting.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intention for children's learning.
- The inspector spoke to the childminder at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between the childminder and children.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector gathered the views of parents and their comments about the setting.

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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