

Childminder report

Inspection date: 2 October 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

The childminder provides a warm, friendly, and inclusive environment. Children are excited to arrive and separate from their parents with ease. The childminder communicates effectively with parents during drop off about their children's needs for the day ahead. Children are confident to seek the childminder out for reassurance or a cuddle if they become unsettled. This helps children to feel safe and secure. Children interact with each other well and are happy to see each other. For example, children excitedly shout out the names of their peers when they arrive.

Children are eager to engage in the exciting activities that the childminder sets out for them. They show enjoyment as they use a mixture of resources and natural objects, such as leaves, to create a picture. The childminder extends learning as she talks about the different seasons and the leaves, encouraging the children to explore them. As a result, children are developing knowledge about the world around them. The childminder is a positive role model. She has high expectations for the children's behaviour and conduct. The childminder is consistent in encouraging the children to develop good manners. Young children repeat words such as 'thank you' as they share resources with their peers.

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

- Overall, children make good progress in their learning. The childminder is aware of how young children learn and provides purposeful activities. For example, the childminder is supporting toddlers to develop their independence skills through dressing-up activities with dolls. However, the curriculum is not fully developed or sequenced. This means that children are not always prepared for their next stage of learning.
- Opportunities for children to be physical are plentiful. They have daily access to bikes and climbing equipment in the garden. The childminder takes the children to the local park and other green spaces for frequent exercise. The children have access to healthy snacks and water throughout the day. Consequently, children's physical development is well supported.
- The childminder is passionate about celebrating different cultures and backgrounds. She helps children to learn and develop understanding through books and conversations. Furthermore, the childminder provides children with opportunities to learn about different festivals through fun and exciting activities. This helps to prepare children for life in modern Britain.
- Children are given opportunities to manage their personal needs. During mealtimes, they are given open cups to learn to drink without spilling. Children are beginning to learn about personal hygiene. For instance, toothbrushing takes place daily. However, hygiene practices are inconsistent. For example, the

childminder does not wash her hands after cleaning children's noses. This means that there is an increased risk of infections spreading.

- Parents are very happy with the care the childminder provides. They value the regular updates they receive about their child's day and what they have learned. Parents comment that they have seen developmental progress in their children since joining the childminder. Partnership with parents is effective.
- The childminder is passionate about developing children's communication and language skills. She positively models language and narrates to the children as they play. Children quickly learn new words, such as 'squeeze' and 'sticky', during activities. Books are plentiful in the childminder's home. Children have free access and show enjoyment as they sit and turn the pages. Consequently, children are turning into confident communicators.
- The childminder keeps up to date with mandatory training, such as paediatric first aid and safeguarding. She has a local support network with other childminders to gain and share new information. The childminder has attended an array of recent courses that help to raise the quality of her teaching skills.
- Children behave exceptionally well. They listen and follow instructions from the childminder. For example, during tidy-up time children help by putting some of the resources away. The childminder provides lots of positive praise. This supports children to take pride in their achievements.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure understanding of safeguarding matters. She knows how to recognise signs that might give her concern about a child's welfare. The childminder understands child protection procedures and is confident to make a safeguarding referral to the appropriate agencies if necessary. The childminder ensures that risks around her home and environments are minimised. For example, she has placed protectors on the corners of her furniture and has safety gates on her doors. The childminder ensures that her paediatric first-aid training is kept up to date. This further supports her commitment to keeping children safe.

What does the setting need to do to improve?

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

- develop and sequence the curriculum to give children the best possible opportunities to learn new skills and be ready for their next stage of learning
- improve hygiene practices, particularly around handwashing after cleaning children's noses.

Setting details

Unique reference number	EY301633
Local authority	Cheshire East
Inspection number	10295362
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 1
Total number of places	6
Number of children on roll	3
Date of previous inspection	11 December 2017

Information about this early years setting

The childminder registered in 2005 and lives in the Stockport area of Manchester. She operates from 9am until 5pm, Monday to Thursday, all year round, except family holidays and bank holidays. The childminder offers funded early education places for two-, three- and four-year-old children.

Information about this inspection

Inspector

Jade Patten

Inspection activities

- This is 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 this into account in her evaluation of the setting.
- The inspector held a discussion with the childminder in relation to the leadership and management of the setting. She looked at relevant documentation, such as evidence of qualifications and the childminder's suitability to work with children.
- The inspector took account of parents' views from their written feedback.
- The childminder showed the inspector the premises and discussed how they ensure it is safe and suitable.
- The childminder and inspector evaluated an activity together.
- The inspector observed interactions between the childminder and children.
- The inspector and childminder completed a learning walk together to discuss the childminder's intentions for children's learning.

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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