

# Childminder report

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Inspection date: 30 September 2019

<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

Children are safe and secure in the childminder's home. They settle quickly and turn to her for cuddles and reassurance when required. Babies sit down with the childminder and they look at books together. She praises babies as they repeat new words, such as 'car'. The childminder allows children time to find objects in the pictures. This motivates young children to use their early language skills and use single words, such as 'digger'.

Children have regular opportunities to learn and play outside. They enjoy playing in the garden, woodland areas and local parks. The childminder encourages children to take risks as they climb and negotiate large play equipment. This supports them to become more confident in their physical abilities. Children are also provided with a healthy range of meals and snacks. They make choices about what fruit they would like to eat. This promotes children's understanding of how to live a healthy lifestyle.

The childminder has high expectations for all children. She gives them clear guidelines to support their good behaviour. The childminder encourages children to follow the golden rules. This helps to support their understanding of what is expected of them. She gives children time to reflect on their behaviour and talks to them about how their actions can affect others. The childminder rewards children when they behave well. This helps to reinforce their positive behaviours.

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

- The childminder supports children's communication and language skills. For example, she sings rhymes and songs with children during play. She also reads stories to them at rest times. This helps to promote children's literacy skills. In addition, she encourages children to talk about and share their experiences from home. This helps children to develop good conversational skills.
- Children practise their early writing skills. For instance, babies make marks on chalk boards using chunky chinks. Older children create price lists on the market stall during role-play activities.
- The childminder establishes good partnerships with parents. She regularly shares information with them about the activities and learning that have taken place each day. This helps to ensure continuity of care and learning for children. Parents speak highly of the childminder and say their children are cared for in a safe environment that is like a home from home.
- The childminder receives regular training to help develop her skills and knowledge. This helps to raise the quality of teaching to an even higher level. She meets regularly with other childminders and professionals. They share information about current childcare practices and legislation. This helps to

ensure the childminder is supported in her role.

- The childminder's well-developed knowledge of each child's needs ensures that she can successfully promote their learning and welfare. Children make choices as they play, giving them time to explore and follow their interests. This helps children to develop positive attitudes toward their learning.
- The childminder gathers the views of parents about the service she provides. However, she does not focus sharply enough on evaluating her setting to help her to identify areas for development and create a continued cycle of improvement.
- Children's emotional security is extremely well supported. The childminder has a relaxed and calm approach. Children form close and trusting relationships with the nurturing and attentive childminder, who is sensitive to their needs. For example, she recognises when children are tired and soothes them off to sleep.
- Babies are engaged in their play and develop good dexterity and control as they post counters into slot boxes. The childminder further supports babies' physical skills as she provides push-along toys for them to hold onto before they learn to walk independently.
- Children have opportunities to develop their independence. For example, the childminder encourages them to chop vegetables when making dinner. Older children are encouraged to meet their own care needs. Babies are encouraged to feed themselves independently and practise using a spoon.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has attended safeguarding training to keep her knowledge up to date, including 'Prevent' duty training. She has a good understanding of the signs and symptoms that may cause her to have concerns about a child and their welfare. She knows the procedures to follow should she feel a child may be at risk of harm. The childminder has safeguarding policies in place. She has carried out appropriate checks to ensure any person in the household over 16 years of age is suitable. The childminder uses an emergency whistle. In the event of any danger, the children know to come close to her when indoors or outside.

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

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

- focus more precisely on the use of self-evaluation to identify and implement ways to continuously improve.

## Setting details

<b>Unique reference number</b>	EY266868
<b>Local authority</b>	Warrington
<b>Inspection number</b>	10059408
<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</b>	1 to 12
<b>Total number of places</b>	6
<b>Number of children on roll</b>	11
<b>Date of previous inspection</b>	24 June 2014

## Information about this early years setting

The childminder registered in 2003 and lives in Great Sankey, Warrington. She operates from 7.30am to 6pm, Monday to Friday, all year round, except bank holidays and family holidays. The childminder holds an appropriate childcare qualification at level 3.

## Information about this inspection

### Inspector

Paula Graves

### Inspection activities

- The inspector viewed the areas of the childminder's home used by the children inside and outside.
- Discussions were held between the inspector and the childminder at appropriate times during the inspection.
- A joint observation was conducted with the inspector and the childminder.
- Parents' views were taken into account through written feedback provided.
- The inspector reviewed documents, including policies and procedures, qualifications and evidence of the suitability of those who live in the household.

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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Manchester  
M1 2WD

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