

Childminder report

Inspection date: 24 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 is very caring and warm towards the children. She has a flexible approach to settling in when children start at the setting, which means she can spend time building relationships with children and parents. As a result, children quickly form secure attachments. They seek reassurance from the childminder and are quick to receive a warm cuddle. This secure bond helps children build confidence.

Children become thoroughly engaged in their play. The childminder carefully selects resources which spark their interest and support their learning. For example, children spend time exploring different-sized cubes. They concentrate carefully as they slot them together, fit them inside each other and build a variety of shapes. Children enjoy praise from the childminder as they name the colours of the cubes. The childminder uses these opportunities to talk about size and shape, supporting children's mathematical vocabulary.

The childminder has high expectations of all the children. She gently supports young children to begin to understand their feelings and the consequences of their behaviour. Emotional development and well-being are key strengths of the childminder's practice. She uses a wide range of strategies to support positive behaviour.

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

- The childminder has a good understanding of how children learn and develop. She plans interesting activities based on what children know and what they need to learn next, which link across all areas of learning. For example, children enjoy seeing the ducks in the park. They use the feathers they collect to paint with. They learn to mix and name different colours, exploring texture and developing the muscles in their hands and fingers.
- Early reading and a love of books are supported from a very young age. Children choose their own stories and either sit with the childminder to read together or explore books alone. Children are thrilled to explore familiar books about farm animals. They are delighted to match the appropriate sound and name the animals as they carefully turn the pages.
- The childminder supports children's early language and communication development. She plays alongside the children at their level, introducing new words and repeating their sounds, forming the words correctly so that children can hear them. This can be seen when the childminder follows children's interest in dinosaurs. Very young children pick up the dinosaurs to explore while the childminder describes their features and how the children are making them move.

- Children develop their independence from an early age. The childminder understands how important it is for children to have a go themselves, especially when preparing for the move to school. Children are encouraged to feed themselves and put on their own coat and shoes. They feel proud of themselves, which helps develop their self-esteem and confidence.
- Children are given regular opportunities to play and learn outside. They play in the childminder's secure garden or visit the park and other local outdoor attractions, where they meet other minded children. This supports both their physical and social development. The childminder uses these opportunities to encourage children to try something new and develop resilience. For example, she encourages children to try a new piece of playground equipment.
- Partnerships with parents are strong. The childminder works extremely well alongside parents. She gathers and exchanges information about what children can do at home to support children's learning, development and behaviour. Parents remark on her flexible approach and understanding. They feel that the childminder is part of their extended family and are very happy with the service she provides.
- The childminder has excellent links with the local school. She supports children's transition to school, helping them to become familiar with teachers and classrooms. She has effective methods for sharing information with the teachers and other professionals.
- The childminder reflects on activities to make changes and improvements. However, self-evaluation is not focused enough to identify opportunities to further develop her knowledge and skills and build on the quality of her practice.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is fully aware of her responsibilities around safeguarding children. She attends regular safeguarding training and has a very good understanding of child protection and wider safeguarding issues. She can identify the signs and symptoms of abuse and knows who to contact if she has concerns about the welfare of a child. The childminder keeps up to date with local changes and issues in safeguarding. She has a comprehensive safeguarding policy and effective procedures, which she shares with parents.

What does the setting need to do to improve?

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

- make better use of self-evaluation to clearly identify key areas for improvement, to help improve practice to an even higher level.

Setting details

Unique reference number	502449
Local authority	Warrington
Inspection number	10066523
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	5
Date of previous inspection	7 October 2015

Information about this early years setting

The childminder registered in 2001 and lives in Warrington. She operates from 7.30am to 5pm, Monday to Friday, all year round. The childminder has a relevant qualification at level 3.

Information about this inspection

Inspector

Rebecca Papaspyridis

Inspection activities

- The inspector observed the quality of teaching and assessed the impact this has on children's learning and development.
- The inspector carried out a joint evaluation of a planned activity with the childminder.
- The inspector took account of parents' views through their written comments.

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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