

Childminder report

Inspection date: 25 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	Outstanding
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What is it like to attend this early years setting?

The provision is good

Children show that they are happy and feel safe at the childminder's home. They quickly leave their parents and are keen to engage in the good-quality activities provided. Parents speak positively about the childminder. They comment that she is approachable and very supportive. For example, they describe ways that the childminder helps them to promote children's toilet training at home.

The childminder has high expectations for children. She provides an excellent range of interesting activities to support children to develop and extend all areas of learning. For example, as children enjoy exploring the nature tray, the childminder introduces new words such as 'conker' and 'fir cone'. This helps them to enhance their good range of vocabulary. She discusses 'big' and 'small' as she encourages younger children to compare the size of sticks. This helps children to build on their early mathematical skills. However, occasionally, the childminder overly directs children's play. Younger children shriek in surprise when they find toy spiders hiding in the leaves. The childminder uses this opportunity to help children to explore feelings, such as feeling scared. Children do some things for themselves, such as putting on their own coats.

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

- The childminder closely monitors children's development. She confidently discusses what children can already do and how they like to learn. She describes how she uses this information to plan activities to support children to build on their existing skills and knowledge. This helps children to acquire the skills they need to prepare them for future learning.
- The childminder helps children to develop their listening and attention skills well. For example, she gives younger children clear instructions such as, 'put the doll in the box'. Older children listen attentively to stories and enthusiastically join with familiar phrases. The childminder has longer, meaningful conversations with older children. For example, as they discuss the lifestyle of a bat, children show their knowledge when they tell her that 'bats hang upside down in trees and come out at night'.
- Overall, children have good opportunities to explore and learn about the world around them. For example, they enjoy joining in with organised activities in local woods. Children show curiosity as they enjoy learning how toys work, such as scales. However, on occasion, the childminder has a tendency to lead children's play and does not give them enough time to explore materials for themselves. This means that children do not consistently have opportunities to develop their own ideas. Children know how to use technology for a purpose, such as accessing music on a digital device. This helps them to prepare for learning in the modern world.

- The childminder supports children to learn about healthy lifestyles. For instance, she provides a range of healthy snacks and fresh drinking water. Children have frequent opportunities to be active. For example, indoors, they giggle excitedly as they join in with action rhymes. Outdoors, they enjoy scooting and climbing in the childminder's garden. Children also enjoy opportunities to experience more challenging physical activities, such as using play equipment in local parks.
- Children are generally well behaved and polite. Even the youngest children show empathy. For instance, they notice when their friends are upset and give them a cuddle. Older children respect that younger children use resources in different ways to themselves. Children demonstrate good levels of confidence. For example, younger children show visitors leaves which they have found. Older children talk to visitors about their favourite activities.
- The childminder evaluates her provision. She seeks ways to continue to enhance her good provision. For example, since her last inspection she has created a mud kitchen in the garden. This has provided even greater opportunities for children to develop their coordination. The childminder networks with other childminders to share ideas and keep her practice fresh. She frequently accesses further training to build on her good teaching skills. For example, she has recently attended training on supporting babies to learn and develop. The childminder comments that this has strengthened her understanding of how to plan activities for babies more effectively.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure understanding of how to keep children safe. She ensures that her safeguarding knowledge is kept up to date. The childminder is alert to possible signs that children may be at risk of harm. She confidently describes the action she will take if she has concerns about children's safety and well-being. In addition, she completes risk assessments of her premises and on outings. This supports children to explore and learn in a safe environment. The childminder teaches children how to keep themselves safe. For example, she reminds younger children to chew their food slowly so that they do not choke. She teaches older children ways to use electronic devices safely.

What does the setting need to do to improve?

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

- give children even more time to explore materials and make their own investigations, to further develop their critical thinking skills.

Setting details

Unique reference number	315848
Local authority	Warrington
Inspection number	10109628
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 9
Total number of places	6
Number of children on roll	15
Date of previous inspection	18 October 2013

Information about this early years setting

The childminder registered in 1999. She lives in Warrington, Cheshire. The childminder operates Monday to Friday from 7am to 6pm all year round, except for bank holidays and family holidays. She has an appropriate early years qualification at level 3. The childminder offers funded early education places for two-, three- and four-year-old children.

Information about this inspection

Inspector

Sue Smith

Inspection activities

- The childminder and inspector jointly observed an activity. They discussed the quality of teaching and the impact on children's learning.
- The inspector interacted with children at various points during the inspection.
- The inspector examined a sample of relevant documents and evidence of suitability of people living in the household.
- The childminder talked to the inspector about children's learning and progress, including their next steps and children's interests.
- The childminder showed the inspector around her home. She discussed the range of resources available for children's use and how these support children's learning.
- The inspector looked at parents' written testimonies and took these into account.

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
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