

Childminder report

Inspection date: 8 January 2020

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 children with a homely setting. Children show visitors around and demonstrate a good sense of belonging. The childminder helps to run a local toddler group that children attend. Children look forward to their visits and talk fondly about their friends at the group. Children are happy throughout the day and show that they feel safe. They are confident and their behaviour is good. Children use positive manners and help to tidy away toys. They enjoy helping with tasks, such as chopping soft fruits for snack. The childminder is positive and builds on children's good self-esteem. For example, she praises children's efforts, saying 'wow' and 'well done'. Children smile with delight and this helps to keep them motivated. Children are eager to achieve their goals. For example, they show this as they concentrate until they fix together the intricate parts of a toy birthday cake.

The childminder makes effective use of her assessments of children's learning. She has high expectations for children. The childminder has a good knowledge of children's interests and plans a rich curriculum. Children's development across all areas of learning is good. Children are working ahead of their age-related expectations in mathematics. Three-year-old children recognise numerals printed on dinosaur footprints. They place them in the correct order from one to 10. Children make comparisons. They comment that the dinosaur has 10 spots and that this is more than his nine spikes.

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

- The experienced childminder evaluates her service well. She accesses regular training and liaises with other childminders. The childminder has recently accessed communication and language training. This has helped to enhance her teaching skills. For instance, she asks children questions and leaves plenty of time for them to think and respond. The childminder involves parents in decisions about the setting. She is flexible to meet the needs of the families. For example, she consulted parents about children's meals and they came to a joint decision about the food that she provides. Parents provide positive comments about the childminder. One parent states that she goes 'over and above what we expect'.
- The childminder encourages children to persevere during tasks that they find difficult. Children begin an activity and comment that it is 'too hard'. The childminder motivates children to give things a go, and they respond well. They spend extended periods hammering small tacks into a cork board. Children hold the hammer with control and precision. This helps them to develop the skills required for early writing. Children identify risks to their safety. For example, they comment that they have to pick the tacks up from the floor in case another child stands on them. This helps to keep children safe.

- Partnerships between the childminder and parents are good. The childminder provides parents with plenty of information about children's care and development. She gives parents ideas to help to build on children's learning at home. Parents send in photographs and inform the childminder about their children's achievements. This helps the childminder to build on children's learning and experiences further. The childminder has not established a strong link with other settings that children attend. She does not share regular information about children's learning with them.
- Children enjoy looking through books and sharing them with the childminder. They particularly enjoy exploring a factual book about dinosaurs. The childminder asks children appropriate questions, such as 'how do dinosaurs find their meat?'. This helps children to develop their thinking skills and extends their understanding of the world, such as nature. The childminder introduces new vocabulary to children. For example, children enjoy repeating words such as 'armadillo'. They concentrate well during stories and show an interest in words and letters. The childminder does not consistently help children to learn to hear and say the initial sounds in words.
- The childminder promotes children's healthy lifestyles well. Children comment that cake is a 'special treat' and instead they choose from a range of fruits. The childminder has good standards of hygiene. Children know to wash their hands after using the toilet and before eating. They also use their hands to cover their mouths as they cough. The childminder takes children on a range of outings, such as to local parks and woodlands. They have plenty of fresh air and exercise.

Safeguarding

The arrangements for safeguarding are effective.

The childminder provides a safe environment for children. She reviews her risk assessments daily. The childminder is aware that weather can have an impact on the safety of her outdoor environment and equipment. She swiftly carries out repairs. This helps to ensure that the areas are safe and secure. The childminder ensures that her understanding of child protection is up to date. For instance, she reads regular updates online and discusses changes with other childminders. The childminder is able to identify potential concerns about children's safety or welfare, including how to recognise children at risk from extreme views and behaviour. She has a secure knowledge of how to report concerns.

What does the setting need to do to improve?

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

- build on links with other settings that children attend and help to complement children's learning even further

- help children consistently to hear and say the initial sounds in words, and promote their early reading skills more effectively.

Setting details

Unique reference number	EY337563
Local authority	Warrington
Inspection number	10060323
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	3 to 8
Total number of places	6
Number of children on roll	3
Date of previous inspection	18 March 2015

Information about this early years setting

The childminder registered in 2006 and lives in Warrington. She operates from 6.45am until 6pm, Monday to Friday, during term time only.

Information about this inspection

Inspector

Savine Holgate

Inspection activities

- The inspector had a tour of the childminder's home. She discussed with the childminder how she organises her setting and how she plans the curriculum for children.
- The inspector observed the quality of teaching during activities and evaluated the impact this has on children's learning.
- Several discussions were held between the inspector and the childminder at appropriate times during the inspection. The inspector viewed relevant documentation, including evidence of the suitability of all adults living on the premises.
- A joint observation was carried out by the inspector and the childminder.
- The inspector took account of the views of children spoken to on the day.
- Parents' views were taken into account from written feedback provided.

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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