

Childminder report

Inspection date:

14 January 2020

Overall effectiveness

Requires improvement

The quality of education

Good

Behaviour and attitudes

Good

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision requires improvement

The well-qualified childminder aims to provide care that is the next best thing to home. For example, she goes to watch children in pre-school performances in her own time. Children see the childminder in the audience observing, which helps them to feel proud and confident in their own abilities. This supports children's emotional well-being effectively. Children are confident and self-assured. They are keen to introduce themselves to the inspector and talk about what they know. They show that they feel safe in the childminder's care. Children behave well. They are proud to receive praise and encouragement from the childminder. Children use good manners. They say 'please' and 'thank you' often as they play.

Overall, the childminder provides a well-designed curriculum for children. She identifies what they know and can do and plans for what they need to learn next. The childminder has high expectations for children's behaviour. For example, she gives children clear and gentle reminders so that they know what is expected of them. The childminder does not use self-evaluation well enough. She has a clear understanding of her strengths. However, she does not identify aspects of her practice that could be better. Overall, the childminder supports children's personal development and welfare well. For example, she supervises children closely. She encourages children to tidy away toys so they do not trip over them. This helps children to take responsibility for their own safety. However, the childminder lacks some knowledge of wider safeguarding issues.

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

- Children develop good communication skills. They engage the childminder in discussions as they play. The childminder asks skilful questions. She waits patiently for children to think and respond with an answer. The childminder repeats words and sentences back to children, enabling them to hear the correct pronunciation. This helps to build on children's good thinking skills and speaking skills effectively.
- The childminder takes children on outings in the community. For example, they often go to the local café. Children can choose from a range of healthy breakfasts from the menu. They order their own food and learn how to use the money to pay the assistant. This helps children to gain an understanding of the wider world. It also helps to build on their mathematical skills effectively.
- The childminder develops good partnerships with parents. She speaks to parents daily to keep them well informed about their child's progress. The childminder works closely with parents and the staff at other settings that children attend. Together, they target gaps in children's learning. For example, they use strategies to support children to build their mouth muscles. This helps children to learn to produce speech sounds correctly, supporting their speech and

language development effectively.

- The childminder accesses some training to help her to improve her practice. For instance, she keeps her first-aid qualification up to date. However, the childminder does not keep up to date with all current statutory requirements. The childminder has not updated her knowledge further to include some wider aspects of safeguarding, such as female genital mutilation. Also, she does not have a good enough understanding of the 'Prevent' duty. The impact on children's welfare and personal development is minimised as the childminder knows to act swiftly on any concerns about a child's welfare, such as any sudden changes in their physical or emotional health.
- Parents provide regular feedback about the quality of the provision. Parents who have responded recently state they are very happy with the care and education their children receive. However, the childminder does not place a strong enough focus on evaluating her own practice. She does not fully identify strengths and weaknesses to ensure that she continues to meet all statutory requirements.
- The childminder observes children as they play. She uses this information generally well to plan ways to help to promote children's individual learning. For example, the childminder provides messy-play activities for children to help them to learn about colours. However, at times, the childminder does not respond to children's emerging interests to help to engage them even more. For example, when a child asks to paint, the childminder suggests that they do this activity later. This does not fully support children's spontaneous ideas and choices to help to deepen their understanding of colours further.
- Children show a positive attitude to becoming independent. For instance, they show determination to use the toilet by themselves. Children are proud of their achievements and enjoy the praise they receive from the childminder when they succeed. The childminder teaches children to follow good hygiene and handwashing routines. Children wash their hands. They use warm water and soap as they rub their hands together.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has completed recent training to support her general child protection knowledge. She has refreshed her knowledge of the signs and symptoms of the different types of abuse and neglect. However, the childminder has not updated her knowledge to include an awareness of female genital mutilation. She does not have a good enough understanding of how to prevent children from being drawn into extreme views and behaviour. Despite this, the childminder is familiar with some wider safeguarding issues, such as grooming and forced marriages. She knows the procedures to follow to report these concerns.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date
improve knowledge of wider aspects of safeguarding practice, particularly the 'Prevent' duty guidance and female genital mutilation.	14/02/2020

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

- develop the self-evaluation process to identify strengths and weaknesses so that knowledge and practice are raised to a higher standard
- respond consistently to children's emerging interests to help them to deepen their engagement.

Setting details

Unique reference number	EY450639
Local authority	Warrington
Inspection number	10075233
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 8
Total number of places	6
Number of children on roll	7
Date of previous inspection	11 July 2016

Information about this early years setting

The childminder registered in 2012 and lives in Birchwood, Warrington. She operates all year round from 8am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate childcare qualification at level 3. She provides funded early education for three- and four-year-old children.

Information about this inspection

Inspector

Daphne Carr

Inspection activities

- The childminder explained to the inspector how she promotes children's learning and development.
- The inspector observed the quality of the childminder's teaching and interactions with children. She considered the impact this has on children's learning.
- Discussions were held with the childminder and children at appropriate times during the inspection.
- The inspector took account of the views of some parents through written feedback they had provided.
- The childminder and inspector completed a joint observation together.
- The inspector checked evidence of the childminder's qualifications.

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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