

Childminder report

Inspection date: 6 March 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	Outstanding
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What is it like to attend this early years setting?

The provision is good

Children enjoy the company of the friendly, experienced childminder. They play happily with her and demonstrate that they feel secure. The childminder knows children well. She uses information about children's interests and home life effectively in her teaching. For example, children are excited about a recent family visit to an aquarium. The childminder initiates conversations that prompt and support children to talk about what they saw. This helps to promote children's memory and understanding of the world really well.

Parents praise the childminder's 'love and care' for children who attend her provision. They comment on her consistent and high expectations for children's behaviour. For example, they say that this is demonstrated by how carefully children follow road-safety rules. Parents feel well informed about children's progress. They say that the childminder helps children to be self-assured and to try new experiences. For example, children eat foods that are new to them. This helps them to find out that people have different likes and dislikes to each other.

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

- The well-qualified childminder is ambitious for the progress of children in her care. She evaluates and develops her provision. For instance, the childminder introduced a 'ready for school' box. The well-chosen contents help her to teach children about what to expect when they start school. This helps to promote children's confidence and readiness for change.
- Children learn about the local community and wider world. This is demonstrated when they make visits to a farm shop. They talk with the shopkeeper and find out about the food that is grown on the farm. The visits arouse children's interest in where food comes from. They learn that fresh fruit and vegetables are an important part of a healthy, balanced diet. Children sample and learn about foods from different countries and communities.
- The childminder models her own interest and engagement when she reads to children. This helps children to discover that reading is pleasurable. Children and the childminder talk about stories. For example, they read 'The Rainbow Fish' and discuss the moral messages in the story. This helps children to begin to understand the impact of their actions on other people's feelings.
- The rainbow fish's adventures help children to add interesting words to their vocabulary. For example, children find out that the title character wanted the other fish to 'admire' his shimmery scales. The childminder's conversations with children include lots of questions. However, sometimes, the childminder does not give children enough time to respond. Some of her questions do not help children to demonstrate their own ideas and thinking.
- The childminder understands how children learn. This is demonstrated

particularly well when children excitedly discover an envelope with their names on tucked between the last pages of the storybook. They listen to the letter from 'the rainbow fish'. This helps children to understand that writing is an effective form of communication.

- Children play games that help them to practise sequencing numerals. For example, four-year-old children hook numbered magnetic fish and place them in numerical order. When they run out of space on the table, the childminder shows them how to begin another row. This helps to prepare children for reading text from left to right.
- The childminder promotes children's physical development effectively. Children use scissors with increasing accuracy to cut scales for their rainbow-fish pictures. They demonstrate their emerging knowledge of fractions. For example, children estimate that they need to cut the shiny paper in half to fit the space.
- The childminder promotes children's independence well. For example, when it is time to walk to nursery, children ably change into their uniform. The childminder shares information about children's development and progress with other settings that they attend. This helps to promote continuity in children's care and learning.

Safeguarding

The arrangements for safeguarding are effective.

The childminder attends training that helps to refresh and update her knowledge of child protection matters. She knows what to do if an allegation is made against her or a member of her household. The childminder clearly demonstrates her intention to seek advice if she has concerns about children's welfare. The childminder identifies and minimises hazards to children's safety. Children play safely in her well-organised home. The childminder follows procedures that help to promote children's health and well-being. For example, she keeps careful records of accidents to children and of the first aid that she administers.

What does the setting need to do to improve?

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

- strengthen questioning techniques further, so that children have enough time to think about their response and can express their own ideas and thinking.

Setting details

Unique reference number	315082
Local authority	Warrington
Inspection number	10128984
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children at time of inspection	4 to 7
Total number of places	6
Number of children on roll	2
Date of previous inspection	20 April 2016

Information about this early years setting

The childminder registered in 1991 and lives in Great Sankey. Her provision operates Monday to Friday during term time only from 7.30am to 6pm. The childminder holds a qualification at level 3. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Susan King

Inspection activities

- The inspector and the childminder discussed plans for the inspection visit.
- Children's play and learning was observed by the inspector. She spoke with children and asked them about the activities.
- The childminder and the inspector discussed the impact of routines and activities on children's care, learning and behaviour.
- The views of parents were taken account of by the inspector.
- Documents used in the provision were sampled and discussed. The inspector checked evidence of the suitability of the childminder to work with children.

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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