

# Childminder report

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Inspection date:

20 May 2021

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## **Overall effectiveness**

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## **Requires improvement**

The quality of education

**Requires improvement**

Behaviour and attitudes

**Requires improvement**

Personal development

**Good**

Leadership and management

**Requires improvement**

Overall effectiveness at previous inspection

Not Met (with actions)

## **What is it like to attend this early years setting?**

### **The provision requires improvement**

The childminder wants to provide the best for all children. However, there are aspects of the provision that could be improved. The childminder is not always clear what she wants children to learn and how to help them progress to the next stage. This means children are not always developing the knowledge and skills they are capable of. Nonetheless, the friendly and enthusiastic childminder provides activities to interest children. Overall, these activities help them to develop some of the skills needed for future learning. The childminder encourages children to practise using cutlery to chop and prepare fresh fruit and vegetables. Overall, this helps them to develop their finger muscles in readiness for early writing.

Children are beginning to learn about mathematical concepts as the childminder models words, such as 'half' and 'more'. However, there is no clear learning intention to many of the activities provided. Experiences are not tailored specifically to each child's learning needs, right from the start, to help to prepare them for what comes next.

Children behave well, overall, as they feel safe and happy in the welcoming environment. Children receive a lot of attention and appear to adore the childminder. She reassures them and praises their achievements. Children show high levels of emotional security. Girls confidently approach the inspector, who is the first visitor they have had during the COVID-19 (coronavirus) pandemic. They declare 'watch me' as they do exercises or perform a complex dance move.

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

- The educational programme is not designed well enough to help to develop children's skills across all areas of learning. The childminder has focused on settling-in and emotional well-being, due to COVID-19. This leads to a very narrow curriculum as she has not fully considered how to promote their physical development and communication and language skills. This means learning across these important areas is limited and the progress children make is largely incidental.
- Children make some choices from the toys in the playroom. However, the suitability and organisation of some of these resources means that children are not always able to access their chosen materials or use equipment that is fit for purpose. This impacts on their ability to make decisions and do things independently.
- When planning activities, the childminder does not always identify what she wants children to learn, to build on what they know and can do. For example, the childminder provides technology devices which the children enjoy playing with. However, the childminder has not identified what skills and understanding

she wants children to gain from these opportunities.

- Children demonstrate positive attitudes towards healthy lifestyles and enjoy a healthy diet. Boys and girls make fruit kebabs, although they struggle to cut the pieces using blunt knives. The outdoor play area is rich and challenging and is used frequently to allow for exercise and fresh air, particularly during COVID-19. Children go out to the local woodlands and on the walk to collect older children from school. The childminder uses these outings to teach children about school and routines of the day. This helps prepare children for moving on to school.
- The childminder provides a range of literature to introduce children to books, reading and rhyme. Children join in and sing songs that play on the electrical device. However, the childminder does not have a good enough understanding of the benefits of reading to children and the impact this has on their communication and language development. At first, children listen attentively to a familiar story. However, this story session is interrupted by other activities. This impacts on children's ability to maintain attention, listen and contribute.
- Children demonstrate from their friendly behaviours and positive interactions that they enjoy the company of others. Boys and girls play happily together during lively role play at 'the office'. They share toys as they build castles with sand and invite their friends over to see how much rain water has been collected in the rain catcher.
- The childminder is part of an online forum and shares ideas with another local childcare practitioner. This helps to refresh her knowledge. The childminder ensures that mandatory training, including paediatric first aid is updated, as is required. However, she recognises aspects of her provision where improvements can be made and is committed to making positive changes to benefit all children and families.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder knows how to keep children safe and well protected. This includes any vulnerable children. The childminder recently attended child protection training. She understands the local authority procedures for reporting concerns about a child in her care. She is also aware of some of the wider aspects of child protection. This helps her to be able to identify additional risks which young children may be subjected to, and take appropriate action. She completes daily checks of the environment to ensure her home is safe. The childminder has implemented effective risk assessments in light of COVID-19. Children know to use hand sanitiser and they remind visitors and the childminder to 'scrub, scrub' their hands.

## What does the setting need to do to improve?

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

- design and implement a curriculum that builds on what children know and can do, to support their future learning
- organise equipment and provide appropriate resources, to further promote children's free choice and independence
- gather detailed information on entry from parents, to help to build on all children's prior knowledge and help them to make the best progress possible
- provide more meaningful opportunities for children to engage actively in stories, to help them use and understand new words.

## Setting details

<b>Unique reference number</b>	EY497764
<b>Local authority</b>	Warrington
<b>Inspection number</b>	10193731
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children at time of inspection</b>	3 to 8
<b>Total number of places</b>	6
<b>Number of children on roll</b>	6
<b>Date of previous inspection</b>	28 June 2018

## Information about this early years setting

The childminder registered in 2016 in Warrington in Cheshire. The childminder operates Monday to Friday, between 7.30am and 6pm, all year round. The childminder provides funded early education for three-year-old-children.

## Information about this inspection

### Inspector

Layla Davies

### Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in their evaluation of the setting.
- The quality of teaching was observed indoors and outdoors and the inspector assessed the impact this has on children's learning.
- The inspector viewed the premises and the intent of the curriculum was discussed.
- The childminder and the inspector evaluated an activity together.
- Relevant documentation was checked and discussed, such as policies and procedures, the inspector reviewed the childminder's self-evaluation and checked evidence of her suitability.
- Parents' views were obtained.
- Children were spoken to and the childminder and inspector held ongoing discussions throughout the inspection.

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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