

Childminder report

Inspection date:

8 December 2021

Overall effectiveness

Good

The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous
inspection

Requires improvement

What is it like to attend this early years setting?

The provision is good

Children are happy, confident and independent learners. They show great curiosity as they investigate electronic toys, such as play microwaves. At these times they act out real-life routines as they prepare pretend meals for their friends and the childminder. Due to the impact of the COVID-19 pandemic, the childminder is providing children with even greater support in relation to their communication, language and independence skills. Young children demonstrate their confidence and developing vocabulary when they request specific food from the childminder, asking 'make it porridge snack please'. Children are proud to explain their subject knowledge as they correctly identify the colours of items. They show their love of books as they select a favourite story, skilfully turn the pages and laugh as they identify the farm animals and mimic their noises.

Children are extremely polite and consistently use good manners without any prompting. This mirrors the well-modelled approach of the childminder. Children show their care and consideration for others in their gentle play with dolls. They act out gently rocking 'the baby', giving it a drink and carefully putting it down to sleep. Children get lots of opportunities for outdoor play, with trips to the local park and to a regional cycling facility. This helps support children's physical development, particularly in relation to balance and coordination.

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

- The childminder has enhanced her approach to self-evaluation and regularly seeks the views of parents regarding the quality of her provision. She has a clear understanding of her own strengths and areas for improvement. The childminder now obtains more precise information when children first start so they make even better progress from the outset.
- The childminder shares information daily about children's interests and how they are progressing. This helps parents support children's learning at home. For example, the childminder works with parents to remove children's reliance on dummies, which can act as a barrier to their emerging communication and language. This is helping children progress in their speech.
- Children develop strong communication skills. The childminder ensures that children take part in lots of singing and that they hear her read to them regularly. She provides children with exposure to a wide range of vocabulary, introducing new words all the time. The childminder ensures that children are given lots of time to respond to questions and verbalise what they know and understand. However, occasionally the childminder does not always pronounce words correctly. This does not fully support children's language development.
- Children's family heritage is celebrated by the childminder. She taps into the cultural knowledge of parents to better inform learning experiences for all

children. They are developing an understanding about different cultures and communities and what makes them unique. This helps prepare them for life in modern Britain.

- Children are keen to show their independence as much as possible. They are proud assistants when tidying up after play, helping to carry toy boxes back to their rightful place. Very young children can feed themselves with increasing skill. Hygiene routines are consistently followed. Children understand the need to wash their hands before eating and happily sing 'wash, wash, rub, rub' as they do so.
- The childminder follows children's spontaneous interests and builds on their prior learning. For example, when children want to play with the train track, she makes it available for them. She gives the children opportunity to construct it for themselves, which requires some dexterity. She uses this as an opportunity to help children further develop the small muscles in their hands.
- The childminder uses her precise knowledge of what children know to appropriately build on their learning. For example, once children are confident in their understanding of numbers between one and five, she then extends this to numbers up to 10. This is naturally threaded through numerous interactions during the day, such as counting blocks or the number of spoonfuls of porridge eaten, or through traditional nursery rhymes.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure knowledge and understanding of her safeguarding responsibilities. Since the previous inspection, she has taken action to improve her knowledge in relation to the 'Prevent' duty guidance and female genital mutilation. The childminder is alert to potential indicators of abuse and uses her knowledge of the children in her care to be alert to any changes that might raise concerns. She knows precisely where and how to report concerns. The childminder understands the procedures she must follow in the event of an allegation being made against her or a household member. Any accidents or injuries are appropriately documented. The childminder ensures that she obtains explanations of any pre-existing injuries to children from their parents. She ensures that her home environment is risk assessed to keep children safe.

What does the setting need to do to improve?

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

- consistently model the correct pronunciation of words to further develop children's speech and language.

Setting details

Unique reference number	EY450639
Local authority	Warrington
Inspection number	10143861
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	1 to 9
Total number of places	6
Number of children on roll	7
Date of previous inspection	14 January 2020

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
Richard Sutcliffe

Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in their evaluation of the childminder.
- 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 reviewed a range of documentation relating to suitability and training.
- The childminder spoke to the inspector about how she tailors the education she provides to the needs of the children.
- The inspector observed the quality of the childminder's teaching and interactions with the children. He considered the impact this has on children's learning.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2021