

Childminder report

Inspection date: 27 May 2022

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

Children form secure relationships with the childminder, who is kind and nurturing in her approach. Children are clearly happy and feel safe. They enjoy the time they spend at this warm and welcoming setting. When playing independently, children select what they would like to play with and spend a long time concentrating on their chosen tasks. For example, children enjoy drawing. They work collaboratively to use glue to attach jewels to their pictures. Children learn new vocabulary, such as 'adhesive', as they play. They receive praise and encouragement from the childminder. This helps children to feel valued and secure.

Children understand what the childminder expects of them. There are rules in place to help them to learn right from wrong. Children use their manners and show kindness and respect for one another. They learn to share and take turns. Children happily help to brush the floor, excitedly using a dustpan and brush. Following the COVID-19 pandemic restrictions, the childminder has been supporting children's confidence in social situations by exploring the local community. As a result, children are confident and happy around the inspector. They share their toys and engage in conversations.

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

- Overall, the childminder provides children with a curriculum which follows their interests and builds on what they already know and can do. She uses assessment effectively to identify what children need to learn next. As a result, children are highly motivated and consistently demonstrate positive attitudes as they play.
- The childminder ensures children are confident in social situations. Children attend playgroups, eat in local cafeterias and buy food in the shops. As a result, children learn about the local area and important people, such as a 'lollipop lady' who helps to keep them safe. However, opportunities for children to learn about faiths, cultures and festivals that are different to their own are not yet developed.
- The childminder has engaged in recent training to meet statutory requirements. However, her training and development is not precisely focused to further raise the quality of teaching. The childminder does not always focus on the individual stage of development of all children. For example, babies try to use pencils that are not easy to hold in their small hands. This means younger children do not successfully make marks and they do not reap the benefits of the activity.
- Children make good progress in their communication and language development. The childminder talks to children as they play and asks questions that provoke lively discussions. She uses the correct pronunciation of words and introduces new vocabulary. Children listen to a range of stories, songs and

rhymes. Children hear different language structures in use. This helps children to become confident communicators.

- Children behave well and follow the childminder's instructions. The childminder reminds children to use good manners and celebrates their achievements. For example, she displays children's artwork on the kitchen walls. Children who are feeling tired are provided with a quiet space to relax in. The childminder meets children's care needs calmly and sensitively. As a result, children feel secure because their needs are met.
- Children enjoy playing outside. They develop their strength and stamina as they climb and ride on push-along cars. The childminder provides opportunities for children to visit local parks and playgrounds. This helps children to develop their confidence and resilience as they learn to safely use equipment. Children discuss how they love to climb up the slides and play on swings. Children are supported to develop their physical health.
- The childminder has established good partnerships with parents and other settings that children attend. She attends events such as singing sessions and stay-and-play sessions at the school that older children attend. Parents receive daily updates on what their children are learning. The childminder gives parents advice on how to support children's learning at home. This means children benefit from a consistent approach to their learning.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good knowledge of the possible signs and symptoms of abuse and how to keep children safe. She understands a wide range of safeguarding issues, such as radicalisation and child exploitation. The childminder ensures that all mandatory training is completed, including updating her first-aid qualification and her safeguarding and child protection awareness. Children are supported to learn how to keep themselves safe. For example, children learn about road safety and discuss how they hold the childminder's hand when they are out in the community.

What does the setting need to do to improve?

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

- engage in training and development opportunities that precisely focus on raising the quality of teaching to the highest level
- provide opportunities for children to learn about faiths, cultures and festivals that are different to their own, so they learn to appreciate the diversity in modern Britain.

Setting details

Unique reference number	314791
Local authority	Warrington
Inspection number	10234504
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	6
Date of previous inspection	24 November 2016

Information about this early years setting

The childminder registered in 1995 and lives in Thelwall. She provides care all year round, from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate childcare qualification at level 3.

Information about this inspection

Inspector

Deborah Magee

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 provider and has taken that into account in their evaluation of the childminder.
- The inspector viewed the provision and discussed the safety and suitability of the premises with the childminder.
- The childminder and the inspector had a learning walk together to discuss the childminder's intentions for children's learning.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector considered the views of parents.

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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