

# Childminder report

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Inspection date: 13 June 2022

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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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 are confident in the childminder's calm and welcoming home. They are safe as they explore the interesting activities on offer. Children have formed close bonds with the childminder, who has an extremely nurturing approach. They demonstrate their independence skills and attend to their own needs whenever possible. Children show great determination when mastering new skills. They try to put on their own shoes to play outside. Children clap their hands in delight when they achieve this. The childminder plays alongside children and expertly enhances their learning. She encourages children to develop their mathematical knowledge as they play. Children count dinosaurs and discuss how some have long necks and others have short legs. Children learn mathematical language and acquire the skills they need for the next stage of their learning.

Children behave positively and consistently use good manners. This is because the childminder has high expectations of all children. She consistently gives praise and encourages positive behaviour. Following the COVID-19 pandemic restrictions, the childminder has prioritised building secure relationships with children. This ensures that children are happy to separate from their parents. Children confidently and happily enter the childminder's home and are eager to learn.

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

- The childminder wants all children to achieve their very best. She implements an ambitious curriculum that builds on what children know and can do. The childminder uses assessment effectively to establish what children need to learn. She plans personalised learning experiences for each child. As a result, children are motivated to learn.
- The childminder supports children's communication and language development. She talks to children as they play and demonstrates the correct use of language. For example, when painting, the childminder explains she is painting her hand. She provides new vocabulary, such as 'blend' and 'print'. Children repeat new words as they extend their growing vocabulary.
- Children show great determination to complete tasks. For example, when playing with water, children show great resilience as they learn to operate a water wheel. They fill up a jug and strengthen their hands as they pour water down a funnel. When they are successful, they beam with pride. Children demonstrate a positive attitude to learning, ready for when they start school.
- The childminder operates stay-and-play sessions in the local community centre. This helps enhance children's social skills, such as sharing. Parents attend with their children. The childminder seizes this opportunity to deliver activities the children enjoy. Parents get ideas for messy play activities and stories to share with children at home. Therefore, children benefit from a consistent approach to

their learning and development.

- The childminder constantly reviews her practice to implement improvements. She is motivated to provide the best possible outcomes for children. However, the childminder's professional development is not yet sharply focused enough on strengthening the quality of teaching and the experiences for all children to the highest level.
- Children with special educational needs and/or disabilities receive good support. The childminder plans and reviews children's personal goals to ensure that they are receiving the correct support. She works in partnership with other professionals to ensure children's needs are met in a respectful way. This means all children feel valued and included.
- The childminder has established relationships with other settings involved in the care and education of children. She works closely with schools and routinely shares important information regarding children's learning, such as assessments of their development and what they will be learning next. Therefore, children benefit from continuity in their learning.
- Children have lots of opportunities to develop their physical strength and dexterity. They show great control as they run and climb in the garden. Children enjoy reading books and drawing pictures outdoors. Children laugh as the childminder engages with them in imaginative play. She encourages children to count fruits and vegetables in the role play market store. Children benefit from enjoyable learning outdoors that is meaningful.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has an in-depth knowledge of the possible signs and symptoms of abuse and how to keep children safe. She understands a wide range of safeguarding issues, including radicalisation and child exploitation. The childminder ensures that she completes all mandatory training, including updating her first aid and her safeguarding and child protection awareness. Children are supported to learn how to keep themselves safe. For example, the childminder embeds a knowledge of road safety into all children. Children learn to hold hands, stop and listen to instructions before they cross a road. Children learn how to keep themselves safe when 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:**

- enhance professional development and focus sharply on opportunities that will raise the good quality of teaching and experiences for children to the highest level.

## Setting details

<b>Unique reference number</b>	EY460465
<b>Local authority</b>	Warrington
<b>Inspection number</b>	10236127
<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>	1 to 8
<b>Total number of places</b>	6
<b>Number of children on roll</b>	8
<b>Date of previous inspection</b>	9 November 2016

## Information about this early years setting

The childminder registered in 2013 and lives in Warrington. She provides care all year round, from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder has an appropriate early years 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 childminder and the inspector had a learning walk together to discuss the childminder's intentions for children's learning.
- The inspector observed the interactions between the childminder, the assistant and the children, and considered the impact on children's learning.
- The childminder and the inspector held discussions to establish the childminder's understanding of safeguarding and how she evaluates her practice.
- Documents were sampled by the inspector, including suitability checks, public liability insurance and paediatric first-aid training.
- The inspector took the views of parents into consideration.

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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