

Childminder report

Inspection date: 3 August 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 arrive excited as they are welcomed by the caring childminder. They share what they have been doing at home with the childminder. Children feel secure and happy in this setting. Children choose what they would like to play with from a wide variety of resources. They direct their own play well and share their ideas with the childminder. The childminder provides children with a toy wolf for acting out 'The Three Little Pigs'. She also gives children a bowl of water to make flower petal potions. This supports children's imaginative skills.

Children spend ample time outdoors. They enjoy playing in the well-organised garden, where they use magnifying glasses to observe what they have grown. Children excitedly point out tiny hairs on the stalks of tomatoes, the sprouting cucamelons and the towering sunflowers. Children enjoy walks in the woods while babies nap in the fresh air. They enthusiastically talk about visits to local play groups, where they meet other friends. Children enjoy stories with the childminder. They snuggle in as the childminder reads 'Room on the Broom'. Children join in with their favourite parts and enjoy playing with the wooden spoon characters the childminder has hand painted.

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

- The childminder gathers accurate information on children's starting points. She uses the 'Statutory framework for the early years foundation stage' and her substantial experience to identify next steps in children's learning. The childminder has a good understanding of how children learn. She makes effective use of assessment. As a result, children make good progress.
- The childminder plans activities which follow the children's interests. For example, children paint on a large clear plastic board to explore mark making. They laugh with the childminder as they cover their hands with paint. However, at times some activities are not sufficiently challenging. Therefore, older children do not always develop their concentration skills and do not always show high levels of involvement in activities.
- The childminder promotes a love of books by reading engaging stories to the children. This supports children's growing vocabulary. The childminder models different sentence structures to the children. Therefore, children are making good progress with their communication and language development.
- The childminder provides a nurturing environment, which supports children to calmly separate from their parent. For example, children arrive and immediately find the resources they want to play with. Children play alongside their friends as they smile at their parents and say goodbye. Consequently, children develop their independence skills and self-esteem.
- Children are expertly supported during times of transition, such as starting at the

setting and moving on to school. Parents praise the effort and thought the childminder puts into these next steps. This support increases children's sense of security and confidence.

- The childminder supports children to develop their personal, social and emotional skills. For example, when children struggle to share the play dough tools she expertly intervenes to model turn taking. This enables children to cooperate with others and begin to manage their own emotions.
- The childminder develops strong relationships with families. Parents enjoy the photos and messages the childminder sends them throughout the day. They feel included in their children's experiences and confident to continue their learning at home.
- Children enjoy frequent walks with the childminder and her dogs. They chase each other in the garden and enjoy exploring in the woods. This encourages the children to be physically active and learn some of the ways to develop a healthy lifestyle.
- The childminder is dedicated to working with other settings. She works closely with the local pre-school and school to share information about children. This allows children's learning to be shared and contributes to effective safeguarding arrangements.
- Generally, the childminder promotes equality and diversity well. However, she does not always support children to understand and celebrate what makes them unique. That said, the childminder effectively supports children to identify and talk about their feelings.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good knowledge of the potential signs and symptoms of abuse. She knows who to contact with any concerns about the welfare of children. The childminder understands how to report any allegations made against her or any other member of her household. She holds a current paediatric first-aid certificate. The childminder accurately records accidents and promptly shares these with parents. Children have a good understanding of the setting rules. The childminder supports them to learn how these keep them safe. For example, children learn about road safety during their walks.

What does the setting need to do to improve?

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

- adapt planning to provide older children with challenging experiences to encourage them to develop the highest levels of involvement
- support children even further to learn about and celebrate what makes them unique.

Setting details

Unique reference number	315183
Local authority	Warrington
Inspection number	10059370
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 10
Total number of places	6
Number of children on roll	5
Date of previous inspection	14 January 2015

Information about this early years setting

The childminder registered in 1997. The childminder lives in Warrington, Cheshire. The provision operates Monday to Friday, from 7.30am until 6pm, all year round, except bank holidays and family holidays. The childminder collects children from a local school and other nearby settings. The family has two dogs and a cat as pets.

Information about this inspection

Inspector

Natalie Myatt

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 setting.
- The childminder and the inspector discussed how the space is used for children's learning.
- Children spoke to the inspector during the inspection.
- The inspector observed interactions between the childminder and children.
- The inspector observed the childminder in practice and they discussed the outcomes of the activity.
- Parents spoke to the inspector and provided written feedback.
- The inspector and the childminder had several discussions.
- The inspector viewed key documentation, including evidence of suitability and qualifications.

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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