

# Childminder report

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Inspection date:

9 September 2022

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**Overall effectiveness**

**Good**

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The quality of education

**Good**

Behaviour and attitudes

**Good**

Personal development

**Good**

Leadership and management

**Good**

Overall effectiveness at previous  
inspection

Outstanding

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

### **The provision is good**

Children are happy, safe and secure in this nurturing and welcoming setting. They form strong attachments with the childminder and co-childminder and are quick to settle. This warmth helps to support children's independence and emotional well-being. The childminder and co-childminder work seamlessly together to create a curriculum that meets the needs of all children and builds on what they already know and can do. They are creative and responsive and plan challenging activities that follow children's interests.

Children demonstrate a strong sense of belonging as they explore the purposeful and stimulating environment. Children are eager and motivated to learn. When playing independently, children make choices from the carefully selected resources available to them and show intense concentration for long periods. For example, children enjoy playing in the sand with construction toys and hand-held tools and persevere with spoons and scoops to fill the diggers with sand. As they play, children learn new vocabulary and mathematical language, such as full, empty and pour. They receive regular praise and encouragement from the childminders. This helps children to feel valued and builds their confidence and self-esteem.

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

- The childminder is committed to providing a high standard of care and education for children. Partnership working is a strength, and the well-established links with schools and external professionals ensure all children are ready for their next stage and receive the relevant support and intervention to help them make good progress.
- Children have ample opportunities to develop their physical health and gross-motor skills. They visit the local park almost every day to explore nature, climb trees and run around freely. Babies inquisitively crawl around the dens they have made, and older children chase after each other as they play hide and seek.
- The childminder has a good knowledge of child development. She uses the correct pronunciation of words and skilfully introduces new vocabulary. The childminder identifies when children may need extra support and liaises with professionals, when appropriate, to ensure any gaps are closing. However, on occasion, she does not adapt her own teaching effectively to ensure all children receive age-appropriate and focused learning at all times.
- The childminder supports children to explore the world around them and regularly plans exciting outings. For example, children are mesmerised by their visit to the Golden Gates in Warrington and discuss its metallic properties. Children eagerly await their visits to the local shops, post office and museums and delight in opportunities to ride in the childminder's minibus. This helps

children to develop confidence and a growing understanding of the world around them, promoting respect for different people.

- The childminder has engaged in many opportunities to enhance her professional development through a range of online courses and publications. However, the training and development of her assistants has not yet been prioritised sufficiently to further raise the quality of teaching and learning to the highest level.
- The childminder works closely with a network of local childminders to share ideas and improve practice. Their weekly meetings at the local soft-play centre enable the children to develop their physical and social skills and create meaningful friendships with these larger groups of different children.
- Parents provide positive feedback about the childminder. They state how their children are extremely settled and happy to attend. Parents appreciate the detailed feedback the childminder shares each day. She also encourages parents to share information from home so she can incorporate this into the weekly planning. This partnership working has a positive impact on children's learning and development.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a thorough knowledge and understanding of the signs and symptoms that may indicate a child is at risk of harm. She and her co-childminder know how to keep children safe and understand a wide range of safeguarding issues, such as radicalisation and county lines. They keep children under their close supervision, reminding them about how to keep themselves safe. For example, children learn about road safety and discuss stranger danger when they are out in the community. The childminder has completed comprehensive safeguarding training and ensures that her knowledge remains up to date. Robust recruitment and vetting procedures ensure that all people living on site and any assistants are suitable to work with children and the premises are safe and secure.

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

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

- differentiate the already good practice even further so that activities are more sharply focused on providing high-quality teaching to individual children
- identify a programme of professional development, coaching and peer observations which focuses on raising the quality of teaching to the highest level.

## Setting details

<b>Unique reference number</b>	EY427630
<b>Local authority</b>	Warrington
<b>Inspection number</b>	10231800
<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>	0 to 8
<b>Total number of places</b>	6
<b>Number of children on roll</b>	5
<b>Date of previous inspection</b>	1 September 2016

## Information about this early years setting

The childminder registered in 2011 and lives in Grappenhall, Warrington. She operates all year round, from 7.30am to 5.30pm, Monday to Thursday, and 7.30am to 3.30pm on Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. She works with a co-childminder and two before- and after-school assistants. The childminder provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Marianne McDowell

## 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 provider.
- The childminder and the inspector had a learning walk together to discuss how she organises her setting and the childminder's intentions for children's learning.
- The inspector carried out a joint observation with the co-childminder and discussed the impact of teaching on children's learning.
- The inspector spoke to several parents and read written information from others and took account of their views.
- The childminder provided the inspector with a sample of relevant records and documentation, including evidence of the suitability of adults living and working in the household.
- The inspector observed the quality of education being provided and assessed the impact on children's learning and development.
- All areas of the premises were viewed, and the inspector took account of how the childminder ensures that children are safe.

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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