

Childminder report

Inspection date:

8 September 2022

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

Good

What is it like to attend this early years setting?

The provision is good

Children are happy and enjoy their time with the caring and attentive childminder. They are welcomed into the homely setting and show they feel safe and relaxed as they quickly engage in exploring resources in the indoor and outdoor area. Children behave well and are confident to talk to the childminder about their experiences. For example, they talk about going on an aeroplane to Germany for a holiday.

Children access a dedicated playroom with a wide range of resources that support learning in all areas of the curriculum. The environment reflects children's interests and supports them in developing their imaginative play skills. For example, children enjoy experiences based on their interest in construction. They mix sand and shaving foam to make cement. Children learn about the effects of mixing different textures and use words to describe what they can see and feel, such as 'smooth' and 'sticky'.

The childminder has high expectations for children's learning and development. Children are supported with lots of different experiences that previously may have been limited due to the COVID-19 pandemic. For example, children go on outings to the park and attend groups at local children's centres. This helps to provide children with increased opportunities to socialise and interact with other children of the same age.

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

- The childminder uses her knowledge of children's learning and development to plan opportunities that help to build upon what children already know and can do. For instance, she provides a range of transport toys to provoke children's interests, engagement and communication. She further extends children's knowledge by visiting a local truck stop and talking about the different types of vehicles there. As a result, children deepen their knowledge and extend their skills through their own interests.
- The childminder undertakes regular assessments of the children in her care. This enables her to identify when some children may need extra support in order to make continued good progress. The childminder understands the importance of working in close partnership with outside agencies should the need arise.
- Children develop an understanding of early mathematical concepts. For example, after searching for snails in the garden, they count them. The childminder further extends children's learning by encouraging them to estimate how many snails they will have if she adds one more. Young children are supported effectively to learn about numbers and are able to count confidently.
- Parents comment positively on the childminder's provision and how much they value the way she cares for their children. They share how she has had a

positive impact on their child's progress and how happy they are with her communication. The childminder keeps parents well informed about daily routines and supports parents to help their children to learn key skills, such as toilet training.

- The childminder encourages children to be independent. For example, young children access their own sink and dry their own hands. The childminder talks to children about the importance of good handwashing routines. Children's independence is further supported, as the childminder supports them to cut and serve their own fruit at mealtimes. Opportunities such as these help children to develop a resilient, can-do attitude, which supports their self-confidence.
- Children engage in healthy routines. They learn about the importance of oral health through activities and role play. Children demonstrate an understanding of when they should visit the dentist and recognise which foods can contribute to tooth decay.
- The childminder has continued her professional development with some online training. However, she does not always evaluate the impact of training to help in targeting where future professional development may enhance her knowledge and skills further. For example, in support of children with special educational needs and/or disabilities (SEND).

Safeguarding

The arrangements for safeguarding are effective.

The childminder undertakes regular checks on the environment to ensure it remains a safe place in which children can play. The childminder has a good understanding of how to protect children from harm. She can identify the different types of abuse and can recognise the signs and symptoms that may indicate that a child is at risk of harm. The childminder keeps her safeguarding knowledge up to date through regular training. She knows what to do and who to contact if she has a concern about a child's welfare.

What does the setting need to do to improve?

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

- evaluate where further training may enhance professional skills and the quality of provision. For example, in support of children with SEND.

Setting details

Unique reference number	EY348805
Local authority	Warrington
Inspection number	10066551
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	2 to 2
Total number of places	6
Number of children on roll	1
Date of previous inspection	8 June 2016

Information about this early years setting

The childminder registered in 2007 and lives in Latchford, Warrington. She operates all year round, from 8am to 6pm, on a Monday and Wednesday to Friday, except bank holidays and family holidays.

Information about this inspection

Inspector

Stacey Wendrenski

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 showed the inspector the premises and discussed how they ensure it is safe and suitable.
- The childminder spoke to the inspector about their intentions for children's learning.
- Children spoke to/communicated with the inspector during the inspection.
- The inspector observed the interactions between the childminder and children.
- Parents shared their views of the setting with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.

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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