

Childminder report

Inspection date: 10 November 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	Inadequate
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What is it like to attend this early years setting?

The provision is good

Children are happy and very well settled in the care of the childminder. They eagerly explore the setting and engage well in play. The childminder has high expectations for behaviour. She sensitively reminds young children not to throw the toys to help keep everyone safe. Children learn about the importance of sharing and taking turns. They are quickly developing some of the skills they need for school.

The curriculum for physical development is a strength at the setting. Children navigate the uneven terrain of the garden with a great degree of confidence. They climb steps unaided and take risks safely. Younger children show perseverance and resilience when learning to use the bat and ball. They giggle with delight as they impressively hit the ball across the garden. Older children concentrate intently as they thread pasta tubes onto string. They demonstrate excellent hand-to-eye coordination.

Children are developing a love of books. Older children eagerly choose their favourite story and listen carefully as the childminder reads. They are beginning to follow the narrative of stories and can fill in missing words they are familiar with. Younger children enjoy the interactive aspect of turning pages and lifting flaps to explore what is underneath. Children are making progress in their learning and development.

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

- The childminder has made vast improvements since her previous inspection. She has improved her knowledge and understanding of the statutory requirements. The childminder completes all mandatory training, such as paediatric first aid and safeguarding. However, her program of professional development is limited. It does not help the childminder to broaden her understanding of the different ways that children learn. Consequently, some activities are overly adult led, and do not help children to explore their own ideas and lead their own play.
- The childminder has some ideas of what she wants children to learn before they go to school. She has procedures in place to monitor children's development and identify their next steps in learning. This ensures that any gaps in development are swiftly identified and addressed. However, she does not always focus sharply enough on children's next steps during activities. This means not all learning experiences build on children's existing knowledge and challenge them even further.
- Communication and language development is well supported. The childminder speaks clearly and models the correct pronunciation of words to children. She supports children to copy the names of key objects from books. The

childminder's constant narration throughout the day helps children to hear and copy a wide range of everyday vocabulary. Children are becoming confident communicators.

- The childminder carefully threads opportunities to promote independence throughout the daily routine. Children of all ages are able to put on their own shoes and wellington boots. They use child-friendly knives to cut their snack into bite-sized portions. Older children skilfully tend to their own personal care and understand hygiene routines. Children are developing important skills needed for the next stage in their learning.
- Children have a very good level of understanding and a positive attitude to learning. They are familiar with the daily routine and follow instructions swiftly. Older children are keen to help the childminder with small tasks, such as setting up creative activities. Younger children are eager to take part in 'tidy-up time'. Children are learning about responsibility and expectations. This helps to boost their confidence and self-esteem.
- The childminder has some effective strategies in place for working in partnership with parents. She shares daily information about what children have been doing and keeps parents updated about their development. The childminder offers ideas of how parents can extend children's learning at home. However, when children first start, the information collected from parents about what children already know and can do is limited. This hinders the childminder's ability to plan appropriate activities from the start.
- Children are beginning to learn about similarities and differences between themselves and others in ways that are appropriate to their age. They explore eye colour, skin colour and different festivals. Visits to the local community provide opportunities for children to meet new people, such as firefighters school crossing patrol officers. This helps children to learn more about the world in which they live and life in modern Britain.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good knowledge and understanding of her role and responsibility to keep children safe. She understands about safeguarding issues, such as female genital mutilation and the 'Prevent' duty. The childminder is alert to the indicators that a child or family may be at risk of being drawn into extreme behaviours. She has procedures in place for referring concerns about children. The childminder understands the procedures to follow if an allegation is made against herself.

What does the setting need to do to improve?

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

- strengthen the programme of professional development to raise the quality of education to a higher level
- focus more sharply on children's individual next steps during activities
- review the arrangements for obtaining information from parents about what children already know and can do when they first start.

Setting details

Unique reference number	EY497764
Local authority	Warrington
Inspection number	10244318
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 10
Total number of places	6
Number of children on roll	8
Date of previous inspection	11 May 2022

Information about this early years setting

The childminder registered in 2016 and lives in Warrington. Her provision operates all year round, from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Kayte Farrell

Inspection activities

- The inspector discussed any continued impact of the COVID-19 pandemic with the childminder and has taken that into account in their evaluation of the setting.
- The childminder gave the inspector a tour of the setting and discussed how the curriculum is planned and implemented.
- The inspector observed the quality of education indoors and evaluated the impact on children's learning.
- Discussions were held with the childminder, children and parents at appropriate times throughout the inspection.
- A leadership and management meeting was held with the childminder. Documentation relating to the suitability of people living and working on the premises was checked. The inspector looked at paediatric first-aid certificates.

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

T: 0300 123 1231
Textphone: 0161 618 8524
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