

Childminder report

Inspection date:

17 November 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

Outstanding

What is it like to attend this early years setting?

The provision is good

Children are happy and develop positive attachments with the childminder. They also build further relationships and friendships outside of the setting. For instance, children regularly meet with other childminders and their minded children, which helps to promote their social skills and experiences further. The childminder introduces children to visitors to the setting, so they are aware of what is happening. This helps children to feel safe and secure.

The childminder plans a broad range of experiences that help children to build in confidence. Children are enthusiastic learners, who explore the environment and make choices in their play. The childminder has clear expectations for children's positive behaviour, which she consistently reinforces. Children learn to be polite, as the childminder models excellent manners and behaviours. The childminder supports children to share and take turns as they play. She explains the importance of being kind to each other. This helps children to understand what the childminder expects of them. Children show good levels of independence and attend to their own personal care needs effectively. For example, older children use the toilet by themselves and wash their hands afterwards. All children make good progress across the areas of learning and are generally well supported by the childminder.

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

- The childminder gets to know the children very well to find out what they know and can do. Overall, she uses this information effectively to provide children with interesting learning opportunities. The childminder has a clear idea of what she wants children to learn across the areas of learning. Children enjoy participating in the good range of learning experiences provided.
- The childminder helps children to explore using their senses. For instance, children squeal with delight as they look for objects hidden in foam soap. They enjoy experimenting with how the foam feels as it oozes between their fingers. However, on occasions, the childminder moves children on to the next activity too quickly. This means that children do not always benefit fully from the planned learning intentions.
- Children choose books to share with the childminder. They enjoy looking at the pictures and talking about what they can see on each page. This helps children to develop a fondness for reading.
- The childminder sits with children at mealtimes. She uses these opportunities to help to promote children's social skills, talking to them about what they are eating. Younger children feed themselves independently, with the childminder offering support when needed. The childminder praises children regularly, which helps to build their self-esteem.
- The childminder develops good partnerships with parents. She talks to parents

every day about what children have been doing. The childminder shares information with them about what children need to do next in their learning. One parent comments that the childminder is 'A pillar of support', who helps them with ideas of how to continue their child's learning at home.

- The childminder does not work as successfully as possible with other early years settings that children attend. This does not fully support consistency and continuity in meeting children's care and learning needs at the highest levels.
- The childminder supports children's emotional well-being in her setting effectively. She provides a positive environment, where children feel happy and are confident to express themselves. Children are keen to share their feedback and experiences. They tell the inspector they 'like playing with play dough' when they come to the childminder's house.
- The childminder encourages children to consider the needs and feelings of others and to share and take turns. She reminds them about the need to use please and thank you. The childminder encourages children to follow instructions. This helps them to understand boundaries and use good manners.
- Since her last inspection, the childminder has completed mandatory training for safeguarding and first aid. However, she places less focus on other professional development opportunities to maintain an expert knowledge of teaching. The childminder has not implemented plans to access further training to develop her good teaching skills to the highest levels.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her responsibility to keep children safe. She knows the indicators of abuse and the procedure to follow should she need to make a referral for safeguarding. The childminder is aware of a wide range of different safeguarding issues. For instance, she knows how to identify and support children who may be at risk of county lines and child exploitation. The childminder supervises children well and reminds them of the rules to keep themselves safe. For example, children help to tidy away the toys. This helps to prevent accidents and supports children to identify hazards in their environment.

What does the setting need to do to improve?

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

- give children more time to complete planned activities, to help to deepen their engagement and extend their good learning even further
- strengthen partnership working with other settings that children attend, to provide a more consistent approach to meeting their care and learning needs
- implement a more targeted plan for professional development to enhance and raise the good quality of teaching to the highest levels.

Setting details

Unique reference number	EY426468
Local authority	Warrington
Inspection number	10129103
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 9
Total number of places	6
Number of children on roll	9
Date of previous inspection	9 May 2016

Information about this early years setting

The childminder registered in 2011 and lives in Lymm, Cheshire. She operates all year round, from 8am until 5.30pm, Monday to Thursday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. She provides funded early education for three-year-old children.

Information about this inspection

Inspector

Daphne Carr

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 spoke to the inspector about her intentions for children's learning.
- The inspector observed the interactions between the childminder and the children.
- The inspector observed the childminder carrying out several activities with the children.
- Comments from parents were taken account of by the inspector.
- The childminder provided the inspector with a sample of key documentation on request, including evidence regarding the suitability of household members.

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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