

# Childminder report

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Inspection date: 20 January 2023

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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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 become confident, inquisitive learners because of the childminder's support. They are happy and settled in the childminder's quiet and inviting home. Children relate well to the childminder and with other children in her care. They show that they feel safe with the childminder, such as by snuggling in closely on her knee.

Children love books and stories and can find their favourites easily in the childminder's home. They know these books well because the childminder reads to them frequently. Children predict what is coming next in stories because the childminder expertly leaves gaps for children to complete some sentences. They learn the meaning of interesting new words, such as 'mischievous', because of the childminder's help.

Children develop their knowledge about make believe, by acting out well-known rhymes and stories. The childminder arranges opportunities for them to, for example, pretend to make porridge outdoors for the three bears, using ingredients found on the ground.

Children behave well because of the childminder's high expectations. They respond positively to the childminder's explanation of what is coming next in their daily routine. Children develop a joy for learning outdoors because of the childminder's playful support while they investigate a wonderful nearby garden.

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

- The childminder ensures that children develop a rich vocabulary, become confident learners, and grow strong muscles and coordination. She has carefully considered the order in which children will learn important new knowledge. For instance, the childminder builds children's confidence to use ride-on tricycles before they ride two-wheeled bicycles. Children develop their willingness to have a go. They learn that persistence is important.
- The childminder uses well-considered learning activities to help children to learn her curriculum. She focuses on children's interests to build their knowledge and ideas. The childminder provides meaningful play opportunities for children to revisit and deepen their previous learning. Children remember essential knowledge and are keen to learn even more.
- The childminder successfully keeps conversation going for many turns with the children. She joins in their play, talks with them often and sings frequently. The childminder creatively makes up songs during play that children are eager to copy and join in with. For example, when playing in the garden she repeatedly sings about, 'dig, dig, dig' and 'mix, mix, mix'. Children learn the meaning of

many important new words and become keen talkers.

- The childminder ensures that children are active for most of the day. She makes the most of the well-set-out learning activities in the extensive outdoor garden space to keep children moving. When running through the tall trees, the childminder helps children to pretend that the family cat is a lion chasing them. This promotes children's imagination, stamina and coordination.
- Although the childminder is skilful, she does not make good use of training to help her to improve her teaching. This means, for instance, that the childminder helps children to be respectful, but children do not learn enough about diverse people and communities. This means that children do not fully appreciate what different people have in common.
- The childminder teaches children to be independent. For example, she gives them the time and encouragement that they need to pull on their own all-in-one rain suits. Children master tricky tasks with confidence.
- Parents value the care and education that the childminder provides for their children. The childminder keeps parents well-informed, for example, through daily messages, photos and video clips. Parents know what the children are learning with the childminder. This helps them to support their children's learning at home.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her duty to protect children. She ensures that she attends up-to-date safeguarding training that helps her to identify the signs and symptoms of abuse. She has clear safeguarding arrangements in place to ensure that children are protected from harm. She makes sure that she follows the local safeguarding procedures to report and record any safeguarding concerns. The childminder ensures that she supervises the children well. She knows how to help children if there is an emergency, for instance if a child is choking.

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

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

- improve knowledge of how to develop children's understanding and appreciation of diversity.

## Setting details

<b>Unique reference number</b>	EY484059
<b>Local authority</b>	Warrington
<b>Inspection number</b>	10264780
<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>	2 to 10
<b>Total number of places</b>	6
<b>Number of children on roll</b>	13
<b>Date of previous inspection</b>	26 June 2017

## Information about this early years setting

The childminder registered in 2015 and lives in Lymm, Cheshire. She operates from 7.45am to 6pm, Monday to Friday, during term time only, except for bank holidays and family holidays.

## Information about this inspection

### Inspector

Andrea Vaughan

### 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 inspector completed an evaluation of an outdoor activity with the childminder.
- The inspector looked at relevant documentation and evidence of the suitability of all persons living or working in the household.
- The inspector spoke with parents and took account of their views.
- The inspector observed that quality of education being provided indoors and outdoors and assessed the impact this has on children's learning.
- The inspector spoke with children to find out about their time at the childminder's setting.

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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