

# Childminder report

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Inspection date: 26 April 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 thrive, both emotionally and developmentally, in this home-from-home setting. The childminder is nurturing and caring, recognising the importance of forming close bonds with children to support their emotional well-being. Children respond very well to this love and affection and demonstrate a strong sense of belonging. They often seek out the childminder for cuddles and gentle reassurance, but they are fully capable and confident to explore independently and make their own choices.

The childminder has high expectations and acts as an excellent role model. She uses positive reinforcement and praise to consistently support children to share, take turns and be kind. Children behave very well, demonstrate exceptional manners and display high levels of respect for themselves and each other. For example, the children are planning a royal coronation tea party and dress up with their crowns and gowns. The childminder teaches the children to curtsy and say 'Your majesty' in front of the mirror. The children eagerly take turns to curtsy and support each other to learn the action, giggling with delight as they do so. Strong friendships are forming, and the attentive childminder uses every opportunity to encourage and support children's learning across all areas.

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

- Children benefit greatly from the childminder's high-quality interactions. For example, she asks thought-provoking questions and allows the children time to think and respond. She skilfully teaches important messages in an age-appropriate way. For example, the story of 'The Little Red Riding Hood' leads to teaching about stranger danger in a way children can associate, understand and remember.
- The childminder is experienced and has worked with young children for many years. She remains passionate and dedicated to providing the best outcomes for the children in her care. However, more recently, she has not prioritised her own professional development so that it is more sharply focused on enhancing the quality of teaching to an even higher level.
- Children enjoy activities, both in the childminder's home and on outings in the local community. For instance, exciting trips to the park, supermarket and community centre help to enrich children's learning experiences. Children enjoy their weekly group sessions, where they make friends with children from a broad range of different cultures and backgrounds. This helps children to develop confidence and gain a growing understanding of the world.
- The childminder knows the children very well and provides a varied programme of learning to ignite their interests. However, the planning for children's learning and next steps is not yet precisely focused on what they know and can already

do in order for them to make the best possible progress.

- The childminder promotes healthy eating and good oral health, and children know that sweets are 'just for treats'. They choose their own snacks from a selection of fruit and enjoy drinking water from their 'crazy cups' with spiral straws. The childminder gives gentle reminders to wash their hands after they have been in the garden and before eating. Children are learning to manage their own personal care needs, becoming increasingly independent.
- Children enjoy their time in the childminder's garden. They demonstrate good physical dexterity as they jump on the trampoline while joining in with the actions to familiar songs. The childminder teaches children to challenge themselves and take appropriate risks as they play. For example, children count the steps and bravely climb up the slide, building their self-esteem and 'have a go' attitude to learning.
- Parents speak highly about the childminder and the high-quality care she provides. They comment on the progress their children have made and say they 'would not leave their babies with anyone else'. The childminder plans activities based on children's interests and involves parents in furthering their learning at home. This partnership working has a positive impact on children's learning and development. When children are ready to move on to school or an alternative setting, the childminder shares her knowledge of the children's development. This effective information sharing helps to ensure that children make a seamless transition to the next stage of their learning.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder completes regular safeguarding training to ensure that her knowledge remains up to date. She is aware of the signs of abuse and neglect and knows the local referral procedures to follow if she has a concern. She teaches children about keeping safe and managing their own risks in a child-friendly and informative way. For instance, children learn to be careful when taking hot items out of the role-play kitchen microwave. She also reminds the children not to get too many resources out at once, as they may trip over them. The areas used for childminding are thoroughly risk assessed for children's safety.

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

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

- identify a programme of professional development that focuses on raising the quality of teaching to an even higher level
- enhance children's next steps in learning to make sure they are precise and build upon what children already know and can do.

## Setting details

<b>Unique reference number</b>	EY277756
<b>Local authority</b>	Warrington
<b>Inspection number</b>	10234775
<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>	1 to 2
<b>Total number of places</b>	6
<b>Number of children on roll</b>	3
<b>Date of previous inspection</b>	15 March 2017

## Information about this early years setting

The childminder registered in 2004 and lives in Warrington. She operates all year round, from 8.30am to 4.30pm, Monday to Friday, except for bank holidays and family holidays.

## 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 discussed the curriculum and the intentions for children's learning.
- The inspector observed the quality of education being provided and assessed the impact on children's learning and development.
- The inspector observed the childminder's interactions with children during play and daily routines.
- The inspector spoke to parents and children at appropriate times 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 in the household.
- All areas of the premises used for childminding 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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E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
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