

Childminder report

Inspection date: 5 October 2023

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	Good
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What is it like to attend this early years setting?

The provision is good

The childminder takes her time to get to know the children and their families from the start. She gathers key information from parents when children begin at her setting. This supports the childminder to meet the children's individual needs straightaway. Children in this setting are happy and content because of this. The childminder supports children's unique learning and care needs well. She plans the setting with carefully considered resources. These ignite children's curiosity and imagination skills. Children have great fun building and playing with toy train tracks and practising their football skills as they kick a ball to knock over cones they have set up outdoors.

The childminder encourages children to lead their own play and learning. This helps children to develop their self-esteem. The childminder is always close by to support children and she sensitively joins in with children's play to support their development. The childminder encourages children to learn about how to live healthy lifestyles. She talks to children about the nutritious food choices they have in their packed lunches and provides them with a variety of fruit for snack. Children sit at the table together to eat and demonstrate their independence skills as they feed themselves.

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

- The childminder is nurturing and caring towards the children. She supports them to understand how their behaviour can affect others. This helps children to learn how to behave positively. The childminder supports children to understand how to share and take turns and why these are important skills. Children are incredibly polite and use their manners with little prompting from the childminder.
- The childminder has a secure key-person system in place. This supports children to settle quickly into the setting. The childminder places children's emotional well-being at the heart of her practice. This supports children to learn about their emotions and how to express these in a healthy way. Consequently, children are confident and demonstrate a positive attitude towards their learning.
- The childminder has a clear curriculum intent. She plans learning experiences which capture the interests of children and also introduce them to new ideas. This supports children with their development and ensures that they are ready for their next stage in learning, including school. However, at times, the childminder does not weave children's next steps in learning into all activities and routines. Therefore, on rare occasions, children are not cumulatively building on what they have already learned.
- The childminder supports children to learn about what makes them unique. She

takes them on trips in the local and wider community. This supports children to learn about other cultures and ways of life. Therefore, children learn about the wider world around them. Children visit the park, library and shops. They develop their social skills as they play with other children at playgroups.

- The childminder supports children's communication and language skills well. She interacts with the children throughout the session. The childminder and children have quality back-and-forth conversations. During these, the childminder models new words to children which they practise as they play. This supports children's growing vocabulary.
- The childminder supports children's physical development well. Children develop their balance and coordination skills. The childminder supports them to develop a 'can-do' attitude to learning. Children demonstrate good levels of focus and engagement in their play and learning.
- The childminder has established secure relationships with parents. She communicates with them daily at the start and end of the session. The childminder informs parents of what their children have done while they are with her and what their next steps in learning are. This helps parents to continue to support children's learning at home.
- The childminder keeps up to date with her mandatory training, such as safeguarding and paediatric first aid. She also tailors her professional development to ensure that she can meet the individual learning and care needs of all children. The childminder has recently completed training to help her support children with their speech and language development. This supports all children to make good progress in this setting.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good knowledge and understanding of safeguarding policy and practice. She knows the correct procedures for reporting concerns about the welfare of children to other professionals. The childminder knows what to do if an allegation is made against her or a member of her household. The childminder carries out regular checks of the environment to ensure that it is safe for children. She is trained in paediatric first aid and knows how to administer first aid and what to do in the case of an emergency.

What does the setting need to do to improve?

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

- enhance the implementation of the curriculum to continuously incorporate children's next steps in learning and help them build cumulatively on what they already know.

Setting details

Unique reference number	EY494932
Local authority	Warrington
Inspection number	10307675
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 10
Total number of places	6
Number of children on roll	7
Date of previous inspection	13 September 2018

Information about this early years setting

The childminder registered in 2016 and lives in Culcheth, Warrington. She operates all year round from 7.15am to 5.30pm, Monday, Tuesday and Thursday, except for bank holidays and family holidays.

Information about this inspection

Inspector

Suzanne Fenwick

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 how she organises her early years provision, including the aims and rationale for her curriculum.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The childminder and the inspector discussed how the curriculum is implemented and the impact that this has on children's learning.
- 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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