

Childminder report

Inspection date: 16 January 2024

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 provides a welcoming home-from-home environment. Children confidently welcome visitors and demonstrate that they feel safe and secure. Children develop close and secure attachments with the childminder. For example, they eagerly welcome the childminder in their play and reach out for cuddles and reassurance, when needed. The childminder has high expectations for all children and knows each child well. She provides a unique curriculum, carefully based on children's developmental stage and interest. For example, children bring in snow from outdoors and carefully mould it using a range of materials, such as sticks and leaves. Opportunities like this help to develop children's manipulative skills.

Children display incredibly positive attitudes to their learning. They eagerly join in the activities that the childminder provides. The childminder skilfully encourages children to remember what they have previously learned and apply it in new situations. For example, children remember the names of some of the creatures they saw during a recent trip to an aquarium. They use this knowledge to identify the sea creatures in a fishing game. Children share resources well as they play games with each other. The childminder offers praise and is a positive role model. This helps children to understand what is expected of them. Children's behaviour is good.

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

- Overall, the childminder plans effectively for children's next steps in learning. She plans a range of activities and experiences which help them to develop new skills. However, on occasion, during group activities, she does not consistently focus precisely enough on the needs of individual children. As a result, the learning opportunities for children are not consistent at all times.
- The childminder gives high regard to developing children's communication skills. Children enjoy telling rhymes, singing songs and retelling favourite stories. Children regularly enjoy trips to the local library and choose books to share when they return to the childminder's home. The childminder ensures that children receive the support they need. This helps children to become effective communicators.
- Opportunities for children to explore mathematics are skilfully offered during activities. For example, children learn to count in sequence while pointing at objects. They recall different shapes and patterns as they talk about a range of toy fish they are sorting. Children compare the fish and use words, such as 'big' and 'small' when discussing size. Children are developing good early mathematical skills.
- Children are confident and independent learners. Children are keen to lead their own learning and make their own decisions. That said, on occasion, when

children encounter a problem, the childminder offers her support too quickly. For example, when fishing rods become tangled during a fishing game, the childminder immediately offers to untangle them for children. She does not always use opportunities, such as this, to encourage children's critical thinking and develop their problem-solving skills further.

- The childminder supports children to understand the benefits of a healthy lifestyle. For example, she reminds them of the importance of washing their hands ready for snack. Children enjoy regular trips in the local community and participate in opportunities they may otherwise not experience. For example, children learn about good oral health and toothbrushing when attending local childminder groups. This contributes effectively to children's good health and well-being.
- The childminder regularly reflects on the effectiveness of her provision and identifies aspects of her practice she would like to develop in the future. She seeks the views of parents when considering future changes. The childminder carefully targets her professional development to enhance her knowledge of how children learn. For example, she has recently attended training on developing children's speech and language further. This means that all children receive the support they need for their unique needs.
- Parental partnerships are effective. The childminder develops meaningful relationships with parents. She discusses children's progress and provides suggestions as to what parents may do at home to further support their child's learning. Parents praise the childminder's communication and value the support she offers to their children and family as a whole.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- focus interactions during group play more precisely on children's individual learning needs, so that all children make the most of the learning opportunities provided
- give children time to solve any problems and test out their own ideas before offering help, in order to develop their critical thinking skills even further.

Setting details

Unique reference number	EY495198
Local authority	Warrington
Inspection number	10305209
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	0 to 2
Total number of places	6
Number of children on roll	4
Date of previous inspection	14 February 2018

Information about this early years setting

The childminder registered in 2015 and lives in Great Sankey, Warrington. She operates all year round, from 8am to 4.30pm, Monday to Thursday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3.

Information about this inspection

Inspector

Denise Farrington

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 how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- Children spoke with the inspector during the inspection.
- The inspector observed the quality of education being provided, and assessed the impact that this was having on children's learning.
- Parents provided written feedback about the setting to the inspector.

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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