

# Childminder report

---

Inspection date: 4 March 2024

|                              |             |
|------------------------------|-------------|
| <b>Overall effectiveness</b> | <b>Good</b> |
|------------------------------|-------------|

---

|                          |             |
|--------------------------|-------------|
| The quality of education | <b>Good</b> |
|--------------------------|-------------|

|                         |             |
|-------------------------|-------------|
| Behaviour and attitudes | <b>Good</b> |
|-------------------------|-------------|

|                      |             |
|----------------------|-------------|
| Personal development | <b>Good</b> |
|----------------------|-------------|

|                           |             |
|---------------------------|-------------|
| Leadership and management | <b>Good</b> |
|---------------------------|-------------|

|  |             |
|--|-------------|
| Overall effectiveness at previous inspection | Outstanding |
|--|-------------|

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

### The provision is good

The passionate and dedicated childminder provides a nurturing environment for children. She engages positively with children through warm and loving interactions. The childminder has created secure, trusting bonds with children. Consequently, children settle quickly into the childminder's routines and demonstrate that they feel safe. The childminder supports children's growing independence well. For example, children butter their own toast at snack time. The childminder encourages children to put their own wellington boots on before they go out to play. These opportunities help children to feel proud of the activities they can complete by themselves.

The childminder has devised a broad curriculum. She takes children on a variety of interesting outings. For example, children go on the train to visit museums in Liverpool. Children benefit from trips to the woods, local parks and childminding groups. These opportunities help children learn about the world. The childminder plans exciting activities using children's interests. Children are engrossed in learning as they look through magnifying glasses to identify features of insects. The childminder introduces children to the names of new minibeasts, such as dragon flies and millipedes. Children are inquisitive learners. They ask the childminder plenty of questions to deepen their understanding of minibeasts. Children demonstrate positive attitudes to learning.

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

- The childminder has a good understanding of where children are up to in their development. She plans activities which build on children's knowledge and skills sequentially. The childminder plans appropriate next steps in children's learning. Children make good progress from their starting points.
- Children's communication and language skills are promoted well. Children cuddle up to the childminder as she reads stories to them. They take turns to sing nursery rhymes in front of their friends. The childminder introduces children to new vocabulary as she plays with them. This helps to enhance children's language development.
- The curriculum for children's mathematical development is well planned. For example, the childminder supports children to count out how many legs spiders have. She introduces the mathematical words, 'bigger' and 'smaller' as children compare the sizes of their spades. This helps to extend children's mathematical skills.
- The childminder supports children to learn some of the ways to live a healthy lifestyle. The childminder helps children learn about foods that are healthy and why. The childminder supports children and families with healthy teeth brushing practices. Children have copious opportunities to be active in the fresh air each

day. This supports children's physical development.

- Children learn about diversity from an early age. For example, children benefit from travelling to places such as China Town to further enhance their knowledge of Chinese New Year. Children learn about the dynamics of other families. This helps children learn about people and communities that may be different to their own.
- Parent partnerships are strong. Parents praise the childminder for the genuine care and affection she shows children in her care. Children choose stories from the childminder's house to share at home with parents each week. This helps to further develop children's love of reading.
- The childminder has some systems in place to evaluate her provision. For example, she accesses professional development courses to keep her safeguarding knowledge updated. However, she does not always effectively identify strengths and weaknesses in her provision or fully incorporate parent's views to help further develop her practice.
- The childminder teaches children about emotions from a young age. For example, she uses puppets to act out situations and encourages children to discuss how the puppet might be feeling and why. This helps to develop children's emotional development.
- The curriculum for physical development is well planned. Children use the outdoor tap to fill up their buckets. They use scoops to transport water into different containers. Children use paintbrushes and water to make marks on the floor outside. These opportunities help to develop children's small-muscle movements.
- Overall, the childminder has high expectations of children. However, the childminder does not always provide clear instructions to children. Consequently, children do not always understand what is expected of them during tasks, such as, tidy up time. This can lead to some children becoming distracted.

## 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:**

- strengthen systems for evaluation and reflection to further develop the quality of the provision
- provide consistently clear instructions to children so they understand what is expected from them at all times.

## Setting details

|  |   |
|--|---|
| <b>Unique reference number</b>                     | 315115  |
| <b>Local authority</b>                             | Warrington  |
| <b>Inspection number</b>                           | 10317142  |
| <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 3  |
| <b>Total number of places</b>                      | 6   |
| <b>Number of children on roll</b>                  | 4   |
| <b>Date of previous inspection</b>                 | 11 May 2018   |

## Information about this early years setting

The childminder registered in 1996 and lives in Westbrook. She operates all year round from 8am to 5.30pm, Monday to Thursday, except for bank holidays and family holidays. The childminder holds a childcare qualification at level 3. The childminder provides funded early education for two- and three-year-old children.

## Information about this inspection

### Inspector

Olivia Barnes

### Inspection activities

- This was the first routine inspection the childminder received since the COVID19 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 quality of education was observed, and the inspector assessed the impact this has on children's learning.
- The inspector and the childminder completed a learning walk and discussed the intent of the curriculum.
- The childminder provided the inspector with a sample of key documentation on request.
- Children were spoken to when appropriate.
- The childminder and the inspector evaluated an activity together.
- The childminder and the inspector held ongoing discussions throughout the inspection.
- The inspector took account of parents' views about 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2024