

Childminder report

Inspection date: 8 March 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	Outstanding
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What is it like to attend this early years setting?

The provision is good

Children settle well in the care of this calm and nurturing childminder. She works alongside her husband, who is also a registered childminder. Together, they provide a safe and stimulating environment where children can become curious learners. Children confidently choose items from the many natural resources available. They spend time exploring the textures of wooden pieces, stones and shells. Children engage well as they try to fit boxes inside each other. The childminder has high aspirations for children. She uses her interactions to help children learn from their exploration. She talks to children about size, length and weight. Children learn mathematical language and concepts as they play.

Children benefit from the calm approach of the experienced childminder. Her consistent boundaries help children to know what is expected. Children are confident to explore the well-arranged space. Even young children follow the routines well. Children play extremely well together. The curriculum encourages children to use their imaginations. For example, children have a tremendous time as they turn a small table into a car and invite their friends to join them as they drive to the shops. Behaviour is good. Children have close bonds with the childminder. They feel secure in her care. This is evident as they wriggle close to her when listening to a story. The childminder is skilled at storytelling and children are enthralled. They giggle as she uses different voices for characters. Children copy familiar phrases and sounds. They discuss what might happen on each page and listen well. Children are supported to develop a love of books.

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

- The childminder continually builds her knowledge to adapt and enhance her provision. For example, she has studied how encouraging children's curiosity can help them learn. This has led to the childminder changing her resources to include natural objects and things that can be used for a range of purposes. As a result, children have developed their imaginary play. For example, they pretend that pebbles are biscuits and 'cook' them for their friends. Children are supported to be creative and to solve problems.
- The childminder knows the importance of physical development and carefully plans children's learning to build their physical skills. For example, logs are placed outside for children to jump on and off. Children use large paintbrushes to develop their arm movements across their bodies. These activities help children's balance and coordination. In addition, the childminder talks to children about exercising to keep their bodies healthy. Children begin to build their knowledge of healthy lifestyles.
- The childminder uses daily activities to help children learn. For example, she takes them to the supermarket. Children enjoy collecting items from the shelves.

This helps them to listen and to follow a series of instructions. Children sometimes enjoy a snack in the cafe. They become more confident in new environments and build a knowledge of their local community.

- The childminder knows the children well and uses observations to ensure that resources offered are interesting and engaging. For example, she knows that younger children enjoy filling and emptying containers. She provides tins, stones and shells. Children concentrate well as they transfer objects from one tin to another. The childminder interacts, using words to describe their actions. Children learn positional language, such as 'in' and 'out'.
- The childminder wants children to be independent in readiness for school. Children are involved in tasks such as collecting bibs and plates for lunch. They become increasingly independent. However, the childminder does not consistently encourage younger children to carry out self-care tasks. For example, younger children are not given a spoon to attempt feeding themselves. As a result, they are sometimes ready to develop self-help skills before they have the opportunity to do so.
- The childminder has a good understanding of child development and uses this to plan children's next steps and to identify gaps in learning. The childminder works closely with parents and discusses any concerns so that she and the parents can work together. This gives children consistency. The childminder knows the importance of early intervention and how to refer children for additional support if needed. This helps children to receive timely support to aid their progress.
- Songs are used to develop children's language. In addition, the childminder supports children to copy a beat and to clap to a rhythm. Children are thoroughly engaged. They listen carefully and concentrate well. Children develop skills that will support their early literacy.
- The childminder encourages children to think about their own safety. For example, she discusses road safety during trips out. Children know to hold hands when near a road. They begin to consider keeping themselves safe.

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:

- consider how the curriculum supports younger children's independence so that they are able to make progress with self-care tasks as soon as they are ready to do so.

Setting details

Unique reference number	EY235591
Local authority	Warrington
Inspection number	10317102
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 6
Total number of places	6
Number of children on roll	9
Date of previous inspection	1 May 2018

Information about this early years setting

The childminder registered in 2003 and lives in Stockton Heath, Warrington. She works with her husband, who is also a registered childminder. The childminder holds an early years qualification at level 3. She operates all year round from 8am to 5.45pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Lynn Richards

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 setting, including the aims and rationale for her curriculum.
- The inspector observed the interactions between the childminder and the children.
- The inspector carried out joint observations of group activities with the childminder.
- 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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Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
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