

Childminder report

Inspection date:

14 March 2022

Overall effectiveness	Requires improvement
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Requires improvement
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision requires improvement

Children, including babies who are new to the setting, are happy and settle quickly in the childminder's care. They form strong bonds with the childminder, who provides an atmosphere where children feel safe and emotionally secure. The childminder arranges the environment well, so that children can make independent choices about their play. Children behave well. They show kindness to each other and learn to share and take turns amicably. The childminder places a strong focus on making special occasions fun for children. She celebrates each child's birthday to help them to experience feeling valued.

The childminder places a strong emphasis on preparing children for school. She has high expectations for children's mathematical and literacy skills. For example, older children who are interested in mathematics eagerly complete simple addition and subtraction problems. They use their fingers to work out the answer to simple sums with the help of the childminder. Younger children enjoy making animal footprints with paint. Older children confidently write the letters from their name. During the COVID-19 pandemic, the childminder maintained regular communication with children and their families. For example, she provided activity packs for children, so that parents could continue to support their child's learning at home.

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

- The childminder has a good understanding of children's learning and development. She tailors the curriculum to children's individual needs, interests and what they need to learn next. The childminder provides plenty of opportunities for children to build on what they know and can do. For example, she presses buttons on electronic toys for babies to hear sounds. Babies explore a range of textures and materials that stimulate their senses.
- Overall, the childminder supports children's communication and language development well. For instance, she encourages children to sing songs and rhymes. The childminder models new words, such as 'squidgy', as children talk about textures during sensory activities. However, occasionally, the childminder does not give children sufficient time to think and respond to questions before giving them the answer herself. This does not fully support children to develop their good thinking and speaking skills even further.
- The childminder forms good partnerships with other settings that children attend. She shares information regularly with other key staff about children's learning and development. This helps to provide consistency in children's care and learning. Children develop good self-care skills. For example, they can put on their coats and shoes independently. They are gaining the skills they need in readiness for school.
- The childminder provides children with ways to learn about a range of cultural

festivals throughout the year, such as Chinese New Year. She provides children with traditional foods to taste, and children have a go at using chopsticks. The childminder reads stories to children that help them to learn about communities, traditions and families that are different to their own. This helps children to learn about the diverse world they live in.

- The childminder forms good partnerships with parents. She updates parents regularly about their children's progress, such as through daily discussions and sharing children's learning journals. Parents speak highly of the childminder. For example, one parent says that their child absolutely loves the activities the childminder provides, including going on donkey rides and feeding animals at a farm.
- The childminder teaches children how to hold and care for the setting's pet rabbits. Children show a positive attitude when helping to feed the rabbits. They listen carefully to the childminder's instructions as they handle the animals with kindness. This helps children to learn about respect for other living things.
- The childminder has failed to maintain a valid paediatric first-aid qualification, as required. That said, she has accessed some training to support her understanding of emergency treatment. The childminder understands the procedures she would follow in various medical emergencies. This means that the impact on children's welfare is minimised. The childminder has taken some action to put these matters right. She has booked a first-aid course to attend. She shows a commitment to making the required improvements to address the weaknesses in her practice.
- The childminder does not fully understand her legal obligation to be compliant with Data Protection legislation. She has not registered with the Information Commissioner's Office, as required for data protection purposes. The childminder does not have a sufficient understanding of how to handle the digital data she holds on children and their families securely.

Safeguarding

The arrangements for safeguarding are effective.

The childminder completes safeguarding training to update her knowledge of child protection issues. She is alert to the signs that a child may be at risk of abuse or neglect and knows the procedures to follow to report any concerns. The childminder knows what action to take in the event of an allegation against herself. She completes regular risk assessments and supervises children well to help to ensure they are safe. The childminder does not currently hold a valid paediatric first-aid qualification. However, she is able to sufficiently describe what she would do to keep children safe in a medical emergency.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
complete and maintain an appropriate paediatric first-aid qualification	23/04/2022
improve knowledge and understanding of responsibilities under Data Protection legislation.	23/04/2022

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

- give children more time to think and respond to questions, to help them to develop their thinking and speaking skills even further.

Setting details

Unique reference number	2525448
Local authority	Warrington
Inspection number	10208254
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 4
Total number of places	6
Number of children on roll	8
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019 and lives in Great Sankey, Warrington. She operates all year round from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate childcare qualification at level 3. She provides funded early education for three- and four-year-old children.

Information about this inspection

Inspector

Daphne Carr

Inspection activities

- This was the first routine inspection the provider 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 inspector and the childminder completed a joint observation together.
- Children and the childminder spoke to the inspector at appropriate times during the inspection.
- Parents' views were considered by the inspector through discussions and from written feedback they had provided.
- The inspector checked evidence of the childminder's suitability and her qualifications.

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.

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/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: 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
W: www.gov.uk/ofsted

© Crown copyright 2022