

Childminder report

Inspection date:

22 September 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Requires improvement

What is it like to attend this early years setting?

The provision is good

Children are happy and excited to enter the childminder's home. The childminder provides a warm and caring environment for children. This has formed a strong and secure bond between the childminder and the children in her care. Children will often seek out the childminder for cuddles and can regularly be heard giggling while interacting with her.

The childminder has clear intentions for what she wants the children to learn and how she is going to support them to progress in their development. The childminder is aware of the impact the COVID-19 pandemic has had on children's personal, social and emotional development. Therefore, she has introduced trips out into the local community and further afield into her curriculum, to build children's confidence of being out in the wider world.

Children are engaged in their play. They dance around to music and sing along to songs with the childminder. Children learn about different colours and textures, while safely exploring paints with tools on large pieces of cardboard, in the childminder's garden. Children are well behaved and will share and take turns. This is well managed by the childminder, who role models to the children how to be kind and respectful.

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

- During the inspection, it was found that the childminder had not registered her assistants correctly with Ofsted. However, the childminder had notified Ofsted that these individuals had regular contact with the children and therefore, Ofsted has carried out appropriate suitability checks. The childminder has also made sure that they have appropriate paediatric first-aid training. She has acknowledged that the individuals need to be registered correctly and has ceased using them as assistants until this has been completed. As appropriate suitability checks have been carried out this does not have an impact on children's well-being.
- The childminder will often reflect on her practice and will continuously look for ways to improve the experiences for the children and the environment she provides for them. She has taken training courses to develop her practice and regularly discusses new ideas with other childminders and parents. As a result, children benefit from new experiences which keep them engaged in their learning.
- Partnerships with parents are strong. Parents express how settled their children are. They feel the communication is clear and the childminder provides a personal touch to the care she provides for their children. The childminder regularly shares information with parents about their children's development and

the experiences they have had during the day.

- Children are given the opportunity to freely make choices in their play and are encouraged to take risk in their physical development, such as learning to climb on a climbing frame independently. However, during daily routines, the childminder does not provide time to promote children's independence. For example, children are not always given the opportunity to put on their own coats and shoes, even when they are showing the interest in learning this skill.
- Communication and language development is strong. The childminder demonstrates a good understanding of how to develop children's language and what to do if a child requires additional support. With younger children, the childminder uses repetitive language and will pronounce words back to them clearly so they can hear the correct pronunciation.
- The childminder has created a love of books with the children. They will regularly choose books from the shelf to be read with the childminder. Children will smile and say key words while listening to the story. They will also look at books independently, carefully turning pages.
- Behaviour is well managed. Children show care and concern for others and even from a young age will help each other with tidying away or getting a toy from the shelf. The positive atmosphere that the childminder has created has resulted in children being able to form strong relationships with both the childminder and their peers.

Safeguarding

The arrangements for safeguarding are effective.

The childminder demonstrates a good understanding of safeguarding children. She shows awareness of signs of abuse and is able to take appropriate action when there are concerns regarding the children in her care. The childminder shows a good knowledge of suitability checks, which must be undertaken by anyone who is in regular contact with children, along with what training they need to complete. She carries out daily risk assessments of the premises. The childminder also risk assesses the trips she takes the children on, to make sure that children are safe while in her care.

What does the setting need to do to improve?

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

- extend daily experiences to further support children's independence skills.

Setting details

Unique reference number	2525448
Local authority	Warrington
Inspection number	10236859
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 3
Total number of places	6
Number of children on roll	7
Date of previous inspection	14 March 2022

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
Joanne Valek

Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- We carried out this inspection as a result of a risk assessment, following information we received about the provider.
- The childminder showed the inspector the premises and discussed how they ensure it is safe and suitable.
- 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.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector spoke to several parents during the inspection and took account of their views.
- 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

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