

Childminder report

Inspection date: 25 August 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	Not applicable

What is it like to attend this early years setting?

The provision is good

Children play care free in the childminder's home. Younger children rest their head on the assistant's shoulder to enjoy a cuddle with him. Older children enthusiastically call out the childminder's name to show her what they are doing. They have strong bonds with the childminder and her assistant. The childminder and her assistant are good role models. They talk to children in friendly and gentle tones. This supports children's positive attitudes and their good well-being. Children demonstrate good behaviour. Disagreements between children are infrequent and managed well. The childminder and her assistant explain to children what behaviour they would prefer to see. This helps children to learn to play safely and cooperatively.

Children develop their physical skills well. They have many opportunities to ride balance bicycles and pull up their bodies on climbing frames which helps to strengthen their core muscles. Children energetically splash their hands in water and work together well to refill the water container from the hose pipe. They regularly visit local places of interest daily and meet up with groups of other children. These opportunities beyond the childminder's home support children's developing social skills well. The childminder has high expectations of children and encourages them to be inquisitive learners about the world around them. They are eager to participate in all activities planned by the childminder. Children's positive attitudes helps them to make good progress in their learning.

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

- The childminder carefully considers how she can implement her curriculum. She provides a broad range of learning opportunities. For example, children practise mark making and painting on large pieces of paper attached to trees. They use magnifying glasses to hunt for minibeasts in long grass and compare what they have found with reference cards. Children regularly visit a woodland area and have a favourite spot where they listen to the childminder read stories. Children have opportunities to explore, investigate and enjoy the beauty of nature and the world around them.
- The childminder knows what she wants individual children to learn. She places focus on developing children's communication skills. The childminder talks to children as they play in the role-play ice-cream shop. Children become absorbed in the sensory experience of mixing together shaving foam and sugar sprinkles to make ice creams. However, on occasion, the childminder introduces too many new resources at once. This overly excites children and sometimes distracts them from the intended learning. That said, children do make good progress.
- The childminder uses children's interests effectively when planning what she wants children to learn. She supports children's independence in play allowing

them to freely choose from a range of resources. Overall, the childminder supports children's communication skills well during planned activities. However, opportunities for children to develop their speech, imagination and recall of knowledge, through their own initiated role play, are not always available.

- The childminder and assistant complete training together. The childminder has started to complete more training in support of children's emotional development and positive well-being. However, she has not fully reflected on how she will use her knowledge to enhance the curriculum to support children's emotional well-being further. In addition, her assistant has identified his own emerging skills, for instance his interest in woodwork. However, he has not yet extended his professional development in order to enhance his skills and benefit children's experiences fully.
- The childminder has strong partnerships with parents. Parents comment that they receive regular updates about what their child is learning. They appreciate the detailed face-to-face conversations they have with the childminder and her assistant. This helps to deepen their own knowledge of supporting their children at home. The childminder actively works with parents to seek further support when required. Parents see the childminder and her assistant as an 'extension of their family'.

Safeguarding

The arrangements for safeguarding are effective.

The childminder ensures that her own and her assistant's knowledge of safeguarding is up to date. They can identify signs and symptoms that would give them concerns about a child's welfare, including issues such as substance misuse and radicalisation. The childminder and her assistant know how to report concerns about the welfare of a child to the relevant authorities. They understand the procedure to follow in the event of an allegation being made. The childminder ensures that she takes appropriate action to identify and minimise any risks to children, both in her home and while on outings.

What does the setting need to do to improve?

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

- refine the organisation of adult-led activities so that the intended learning is consistently delivered
- provide more child-led role-play opportunities to support children to develop their imaginative play skills
- extend professional development opportunities and embed the skills and knowledge acquired to help to enhance the curriculum further.

Setting details

Unique reference number	2544186
Local authority	Warrington
Inspection number	10215473
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 9
Total number of places	6
Number of children on roll	14
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019 and lives in Warrington and works with an assistant. The childminder operates all year round, from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Dee White

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 her evaluation of the provision.
- The childminder explained to the inspector how she organises her environment and curriculum to meet children's needs.
- Together with the inspector, the childminder observed children at play and discussed their development and progress in learning.
- The inspector and childminder discussed the quality of her teaching and approach to professional development.
- Parents' views were taken account of by the inspector.
- The inspector observed interactions between the childminder and her assistant and children.
- The inspector sampled documents, including children's registers, two-year-old progress checks and paediatric first-aid certificates.

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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