

Childminder report

Inspection date: 9 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 arrive at the setting happy and show excitement to spend time with the childminder. She gets to know children's likes and dislikes and creates close bonds with them. This helps children to feel secure in the welcoming environment. Children display excellent behaviours. They help to look after the setting by tidying away toys when finished. Children play well with each other. For example, they dig in the sand together to find the fossils. Children become deeply engrossed in their play. They show feelings of pride when they finish finding all of the dinosaurs.

The childminder has high expectations for all children. Children have a positive attitude to their learning and are eager to join in activities. They respond well and listen carefully to instructions. For example, when children explore the garden to find the hidden dinosaurs, they are encouraged to investigate the different areas. Children are prepared and ready for the next stage in their learning, for example when they go to school.

Children access a wide range of opportunities to explore the wider community. They enjoy new experiences, such as trips to the seaside and a ride on the train. Children listen attentively to the childminder. This helps them stay safe. Children attend weekly groups with the childminder, along with other local childminders. This helps them to build their confidence and provides them with opportunities to widen their social network.

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

- The childminder responds promptly to children's current interests. She further extends activities that children enjoyed the previous day. This helps children remain focused and enables them to build on what they already know and can do. Activities are based around a story of the week. For example, the childminder reads 'Harry and the Dinosaurs go to School', recalling the story before moving on to a themed activity. This allows the children to develop a love for books.
- The childminder has a clear understanding of what she wants children to learn and places a very strong focus on children's emotional well-being, communication and language, confidence and school readiness. She talks passionately about children developing confidence. This is evident from the youngest children who learn each other's names, to the oldest children learning to speak confidently to the inspector and building social skills over time.
- The childminder supports children's mathematical development as part of her daily practice. For example, she counts with children during routines and introduces shapes as part of children's play experiences. However, there are some instances where the childminder does not always encourage children to

think critically or support them to group objects in size order to support their ongoing mathematical development.

- Children engage in experiences that support healthy lifestyles. For instance, the childminder encourages children to engage in physical activities in the large garden space, such as jumping on the trampoline. Consequently, children are developing good habits.
- Daily routines are well organised and promote children's physical health and well-being effectively. For example, children learn to wash their hands after toileting and have daily opportunities for outdoor physical play. The childminder is mindful of the food provided, ensuring that all meals and snacks provided for children are healthy and nutritious.
- The childminder is actively involved in the wider childminding community and is keen to share experiences with others. She completes a range of professional training to extend her knowledge further. This helps her improve her provision. For instance, she completes training to support children's understanding of the importance of regular toothbrushing. She successfully implements what she has learned to further develop activities to support children's understanding of oral hygiene practices.
- Parents are happy with the service provided by the childminder. The childminder offers parents additional guidance and support when needed. For example, when children are showing signs of toilet training, the childminder will support the family to help the children through the transition. The childminder keeps parents informed about their children's ongoing progress periodically. She provides parents with suggestions to help them further support their children's learning at home. This helps to build up partnership working and support children's home learning.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a detailed understanding of safeguarding procedures and understands the process to follow if she is concerned about the welfare of a child in her care. Subsequently, she is also aware of the process to follow if there is an allegation made against herself. The childminder completes many safeguarding training courses to ensure that her knowledge and understanding are effective in keeping children safe. The childminder ensures children's safety with effective risk assessments within the home and when on outings. The childminder maintains her first-aid certificate so that she can support children in the event of an accident.

What does the setting need to do to improve?

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

- enhance the opportunities for children to think critically and understand the

concept of size.

Setting details

Unique reference number	2544608
Local authority	Warrington
Inspection number	10215493
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	5
Number of children on roll	6
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019 and lives in Warrington. She operates all year round, from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays.

Information about this inspection

Inspector

Jason Holmes

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 and the inspector had a learning walk together to understand how the early years provision and curriculum are organised.
- The inspector made observations throughout the inspection of children's experiences in the setting.
- Joint observations were carried out by the inspector and the childminder.
- A meeting was held with the childminder. This included a review of relevant documentation, including evidence of suitability and training.
- Parent testimonials were viewed and taken into consideration during the inspection.

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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E: enquiries@ofsted.gov.uk
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