

Childminder report

Inspection date: 8 November 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	Good
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What is it like to attend this early years setting?

The provision is good

The philosophy 'be confident, kind and caring' is what makes this setting so welcoming. Plenty of love and cuddles allow children to thrive and form secure relationships with the childminder in this home-from-home environment. Children demonstrate that they feel safe and secure as they giggle with her and climb on her knee. They engage well with the childminder, laughing and having fun as she skilfully builds their confidence. The childminder has a good knowledge of how to promote children's well-being. She knows how to adapt her settling-in procedures to meet individual needs. This helps children to develop a strong sense of belonging.

The childminder provides a curriculum that is based on children's interests and her knowledge of what they need to know next. She assesses children's capabilities when they join the setting. This enables her to plan activities to support them to make good progress in their learning and development. The childminder has high expectations for children's behaviour and is an excellent role model. She has clear rules and boundaries and helps children to understand the impact of their behaviour on others. Children listen carefully and follow the childminder's instructions and are extremely well behaved.

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

- Overall, the childminder skilfully extends children's communication and language development. She uses a wide vocabulary and ensures that children understand any new words. For example, she encourages children to make shapes out of play dough, introducing new words such as 'cube'. These high-quality opportunities help children develop as confident communicators.
- Literacy is promoted well. Children enjoy making marks and practise using a variety of tools in the play dough. They make prints and cut out shapes. This helps to develop muscle control in preparation for early writing.
- Overall, the childminder implements a well-planned curriculum. She identifies and observes what children can do and what they need to learn next, for example, supporting children to cut fruit for their snack by using a knife. However, the childminder intervenes too quickly and needs to ensure that children have sufficient time to process and respond to questions to help them develop their thinking skills further.
- The daily routines are well organised by the childminder and promote children's physical health and well-being effectively. For example, children have daily opportunities for outdoor walks in the community. They benefit from a wide range of different outdoor experiences. For example, they go looking for acorns and conkers in the park on the walk home from school. Children have lots of opportunities to gain knowledge of the wider world and the natural environment.

- The childminder weaves mathematical concepts throughout children's play. She uses mathematical language such as 'cube', 'square' and 'circle' when rolling play dough and discusses different sizes of 'small', 'big', and 'bigger'. Children make simple calculations, such as working out the total when one more is added, for example, counting spots on the ladybird jigsaw. This develops mathematical skills.
- The children learn to manage their own self-care. The childminder talks with them about germs as they wash their hands before eating. They listen to instructions as the childminder supports them in putting on hand gel. The children gain a sense of achievement as they develop their independence.
- The childminder is passionate in her role. She gains the views of parents to improve and enhance her provision. The childminder also reflects and evaluates her practice regularly and has clear plans for training. This is targeted on areas that support the children in her care and raises her teaching further.
- The childminder has good partnerships with parents. Parents speak highly of her kind and loving nature. She provides daily photos and discussions to update parents on their children's progress. Parents feel well informed and involved in their children's learning.

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:

- ensure that children have sufficient time to process and respond to questions to help them develop their thinking skills even further.

Setting details

Unique reference number	314827
Local authority	Warrington
Inspection number	10355011
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	2 to 11
Total number of places	6
Number of children on roll	8
Date of previous inspection	14 November 2018

Information about this early years setting

The childminder registered in 1993 and lives in Great Sankey, Warrington. She operates all year round, from 7.45am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a full and relevant early years qualification at level 3.

Information about this inspection

Inspector

Nicky Martin

Inspection activities

- The childminder and the inspector discussed how the childminder organises her early years provision, including the aims and rationale for the curriculum.
- The inspector observed the interactions between the childminder and the children.
- The inspector held discussions with the childminder at appropriate times during the inspection.
- The childminder and the inspector discussed how the curriculum has been implemented and the impact that this has had on children's learning.
- 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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