

Childminder report

Inspection date: 3 March 2020

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 childminder provides a warm, caring environment where children feel safe and secure. For example, younger children eagerly show visitors their favourite book. Older children happily chat to them about going on holiday. The childminder knows children well. She talks confidently about how she supports them to achieve what they need to learn next. For example, she makes good use of books to help to build on children's early language and literacy skills. The childminder skilfully adjusts story time to include all children. For instance, as she reads the story, she encourages younger children to look in the story sack to find relevant props. She pauses periodically, to challenge older children to predict what word comes next. This helps children to maintain good levels of concentration. The childminder plans a stimulating learning environment. This encourages children to develop their interests. However, the organisation of some resources makes it difficult for younger children to access them independently.

The childminder has high expectations for children's behaviour. As a result, children are developing into kind, considerate playmates. For instance, older children willingly share resources with their younger friends. They understand that this will make their friends happy. Overall, the childminder develops good relationships with parents. Positive feedback from parents indicates that they are very happy with the information they receive. However, the childminder does not consistently gather ongoing information about children's learning and development at home.

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

- The childminder is passionate about supporting children to achieve the best possible outcomes. She closely monitors children's learning and development and is alert to any children who are at risk of falling behind. She promptly raises her concerns with parents and other professionals. In addition, the childminder accesses further relevant training to help her to put appropriate measures in place to help children to catch up. As a result, all children make at least good progress. Overall, the childminder has good arrangements for communicating with parents. For example, she keeps them fully informed about children's learning and well-being. However, there is scope to build on this further, to provide even more opportunities for parents to share ongoing information about children's learning and development at home. This supports a consistent approach.
- Children have a positive attitude to learning. For instance, younger children persevere as they try to stack different-sized boxes inside each other. Older children show determination as they build walls for their superhero toy to climb. They giggle when their structure collapses and start again. This demonstrates that children are building resilience when things go wrong.

- It is evident that children have a close bond with the childminder. They often climb onto her knee for a cuddle. The childminder gives children's well-being priority. For example, she senses when they are hungry and brings lunchtime forward. Children have a good understanding of the importance of developing a healthy lifestyle. They wash their hands before meals and after attending to personal needs. When younger children drop their spoon on the floor, older children are quick to tell the childminder, 'He needs a clean spoon now, it has germs on it.' Children have frequent opportunities to be active. For example, children enjoy pushing buggies. Children also enjoy the challenge of using larger play equipment at local parks.
- Children benefit from a wide range of opportunities to learn about the world around them. For example, they shriek excitedly as they feed the childminder's chickens. Children eagerly check if the chickens have laid any eggs and count as they put the eggs into a basket. The childminder takes children to many facilities in the local area, such as toddler groups. This helps them to further develop their good social skills and learn about other families and communities beyond their own.
- The childminder encourages children to do things for themselves. For instance, younger children feed themselves. However, the organisation of some resources makes it difficult for younger children to access them independently. Older children proudly show visitors how they put on their wellingtons and coats without support.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure understanding of how to keep children safe. She regularly updates her safeguarding training to ensure that her knowledge remains current. The childminder is alert to risks children face when using online technology. She provides information for parents to help them to teach children to use technology safely at home. The childminder's robust policies and procedures support children to play and learn in a safe environment. She teaches children to manage their own risks. For example, children check that the floor is clear of toys to prevent their friends from tripping.

What does the setting need to do to improve?

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

- strengthen arrangements for parents to share information about children's ongoing development at home, to support a consistent approach to children's learning
- provide even more opportunities for younger children to make independent choices from the good range of resources provided.

Setting details

Unique reference number	314886
Local authority	Warrington
Inspection number	10060325
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	6
Date of previous inspection	7 May 2015

Information about this early years setting

The childminder registered in 1996. She lives in Great Sankey, Cheshire. The childminder operates from 7.30am to 6pm, Monday to Friday, all year round, except for bank holidays and family holidays. She holds an appropriate childcare qualification at level 3. The childminder offers funded early education places for two-, three- and four-year-old children.

Information about this inspection

Inspector

Sue Smith

Inspection activities

- The inspector observed the childminder interacting with children during activities. She discussed the quality of teaching and the impact on children's learning.
- The inspector interacted with children at various points during the inspection.
- The childminder showed the inspector around her home. The inspector looked at the range of resources available for children's use and discussed how these support the educational programme.
- The inspector examined a sample of relevant documents and evidence of suitability of people living in the household.
- The childminder talked to the inspector about children's learning and progress, including children's current interests and next steps in learning.
- The inspector looked at parents' written testimonials and took these into account.

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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