

# Childminder report

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|--------------------------|---------------|
| <b>Inspection date</b>   | 4 July 2019   |
| Previous inspection date | 5 August 2015 |

| <b>The quality and standards of the early years provision</b> | <b>This inspection:</b><br>Previous inspection: | <b>Good</b><br>Good | <b>2</b><br>2 |
|---------------------------------------------------------------|-------------------------------------------------|---------------------|---------------|
| Effectiveness of leadership and management                    |                                                 | Good                | 2             |
| Quality of teaching, learning and assessment                  |                                                 | Good                | 2             |
| Personal development, behaviour and welfare                   |                                                 | Good                | 2             |
| Outcomes for children                                         |                                                 | Good                | 2             |

## Summary of key findings for parents

### This provision is good

- Children develop strong relationships with the childminder. She plans effective settling-in sessions which help to support children's well-being.
- The childminder continually assesses the children in her care to support their development. Where further needs are identified, she discusses this with parents and other appropriate professionals. Plans are adapted to suit the needs of the children and their progress is monitored carefully and shared with parents.
- The childminder shares information with other settings effectively to support continuity and the transition process. Children are well prepared for their next steps and show excitement about starting at the local pre-school.
- The childminder keeps parents well informed of activities and routines each day. Parents are highly complimentary about the care that the childminder provides.
- Children show a real love for books. The childminder embraces these opportunities to introduce new words and develop children's understanding of the world around them.
- The childminder identifies training that can benefit the children. For instance, she has identified training for mathematics and literacy to enhance her skills in this area.
- At times, the childminder does not support children to challenge themselves and develop their own ideas and imaginations. For example, she directs children's self-chosen play.

## What the setting needs to do to improve further

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

- increase opportunities for children to explore and develop their own thoughts and ideas.

### Inspection activities

- The inspector spoke to children and observed them as they played.
- The inspector took into account the written feedback provided by parents.
- The inspector observed care routines and the quality of teaching.
- The inspector tracked two children through looking at records, discussions with the childminder and observations.

**Inspector**  
Vikki Seddon

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. The childminder has a secure understanding of what procedures she must follow if she has any child protection concerns. She ensures her knowledge on wider safeguarding issues is up to date by accessing additional training materials online. The childminder completes regular risk assessments to keep children safe. She reviews her practice when there has been an accident and puts further measures in place. The childminder regularly reviews her practice and recognises strengths and areas for development. For example, she accurately reflects on activities to improve her practice.

### Quality of teaching, learning and assessment is good

The childminder has a thorough knowledge of the children's current development and their next steps. She uses this information to plan activities to suit their needs. The childminder supports children's communication and language development well. Children enjoy talking to her and to each other. The childminder gives children time to talk as they play and she shows a genuine interest in what they have to say. For example, children discuss pictures in a book and talk about the sounds a plane is making. Older children show great delight in the daily activity of 'what's in the box'. They recite key phrases of previous stories and talk about characters from books. The childminder provides a range of opportunities for children to become familiar with mathematical concepts. For instance, they share number stories together and count out snacks.

### Personal development, behaviour and welfare are good

Children are motivated and engaged learners. They are confident in their environment and are well supported by strong relationships with the childminder. The youngest children are secure and well settled. The childminder is highly responsive to their needs. She has high expectations of behaviour and children respond well to the boundaries she sets. The childminder uses consistent behaviour management strategies and encourages children to be polite to each other. For example, she reminds them to be kind and respect each other's choice of story. The childminder discusses feelings and children show an understanding of the needs of others. They have a good knowledge of how to stay safe. For example, children understand that they need to wash the germs off their hands before snack. The childminder responds instinctively to children's needs and they enjoy snuggling in while they read stories together.

### Outcomes for children are good

Children make good progress from their starting points. Where the childminder identifies a learning need, she rapidly supports children through carefully planned activities. Children are well supported through strong working relationships with other professionals, including health visitors and pre-school staff. Children develop their social skills through regular trips to play sessions outside of the childminder's home. They are well prepared for their next steps and talk with excitement about their trip to pre-school.

## Setting details

|                                    |                                                                                   |
|------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>     | 314910                                                                            |
| <b>Local authority</b>             | Warrington                                                                        |
| <b>Inspection number</b>           | 10066510                                                                          |
| <b>Type of provision</b>           | Childminder                                                                       |
| <b>Registers</b>                   | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Day care type</b>               | Childminder                                                                       |
| <b>Age range of children</b>       | 1 - 7                                                                             |
| <b>Total number of places</b>      | 6                                                                                 |
| <b>Number of children on roll</b>  | 5                                                                                 |
| <b>Date of previous inspection</b> | 5 August 2015                                                                     |

The childminder registered in 1998 and lives in the Birchwood area of Warrington. She operates all year round, from 7.30am to 6.30pm, Monday to Friday, except bank holidays and family holidays. The childminder provides funded places for two-, three- and four-year-old children. She holds an early years qualification at level 3.

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