

Childminder report

Inspection date: 13 February 2020

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Good
Overall effectiveness at previous inspection	Outstanding

What is it like to attend this early years setting?

The provision is good

It is evident that children form strong bonds with the childminder. For example, they climb onto her knee and snuggle in as they share books. Children frequently approach her for a cuddle or reassurance. This helps them to feel extremely safe and secure. Children are extremely motivated and eager to learn new skills. For instance, they persevere as they practise using scissors to snip paper. Children become deeply absorbed in their learning. Younger children enjoy exploring paint on their hands. They press their painted hand onto paper and show surprise as they lift their hand up to see the print it has made. When older children cannot find any brown paint, the childminder encourages them to mix their own. They excitedly use electronic devices to research which colours they need to make brown. Children show fascination as they observe the colours change. Overall, the childminder supports children to develop their early language skills well. For example, as children prepare fruit for snack time, she introduces new vocabulary, such as 'half' and 'crescent'. However, on occasions, she does not give younger children enough time to process their thoughts and respond to questions. The childminder has high expectations for children's behaviour. This supports children to behave very well. For example, they consistently follow her simple rules, such as sitting at the table to eat.

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

- The childminder makes good use of opportunities to support children to develop their early mathematical skills. For example, she encourages children to count as they walk down the stairs. Younger children show visitors photographs of items they found on a shape hunt earlier in the week. They point to the photograph of a clock and match it to the childminder's clock. This demonstrates that they have consolidated their learning.
- The childminder supports children to develop extremely high levels of tolerance and respect for difference in others. For example, children understand that their friends may choose to use resources in a different way to themselves. As children take turns to look in the mirror, the childminder talks about their features, such as hair colour. This helps children to develop an understanding of what makes them unique.
- Children have excellent opportunities to broaden their knowledge of the wider world around them. For instance, they enjoy frequent trips to local parks. The childminder often takes children on the bus to access facilities in the local area, such as playgroups. Children benefit from visitors to the playgroup, for example police officers who talk to them about ways to keep themselves safe.
- Children are extremely independent. For instance, they attend to their own personal needs, such as wiping noses. As they wash their hands before snack, they chat about washing germs away. Children help themselves to drinks from

the water container and quickly clear up any spillages. They enjoy playing maths games on the computer with minimal support. They know that they can only play it for a short period of time and close the computer down when they have finished. This demonstrates their understanding of the importance of making healthy choices.

- Overall, the childminder uses interactions well to support children to develop their early language skills. For instance, she provides a narrative to describe what younger children are doing. However, sometimes, the childminder does not give children enough time to process their thoughts and share their ideas.
- The childminder is clearly passionate about her work. She reflects on her practice and identifies areas for improvement. This helps her to continue to further raise the quality of her good provision. She actively networks with other childminders to share good practice. The childminder attends further training to help her to build on her existing skills and knowledge. For example, since her last inspection, she has strengthened her understanding of how to support children who experience difficulties interacting and communicating with other children.
- The childminder supports children who require additional help extremely well. She works effectively with parents and other professionals to support children to achieve what they need to learn next. As a result, all children make good progress in their learning and development. Positive feedback from parents indicates that they are very happy with the care and support children receive. For example, they state that they appreciate the daily updates about children's well-being and development.

Safeguarding

The arrangements for safeguarding are effective.

The childminder gives children's safeguarding high priority. She ensures that she keeps her safeguarding knowledge up to date. This supports her to have a secure understanding of how to keep children safe. The childminder confidently follows her clear procedures to report any concerns she has about children's well-being or safety. She teaches children to manage their own risks, such as using scissors safely. The childminder is alert to risks children face when using online technology. She has meaningful conversations with children to help them to learn ways of keeping themselves safe, for example when playing games on the computer.

What does the setting need to do to improve?

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

- allow children more time to process their thoughts and respond to questions, to further develop their early language skills.

Setting details

Unique reference number	314979
Local authority	Warrington
Inspection number	10128983
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	0 to 9
Total number of places	6
Number of children on roll	8
Date of previous inspection	15 June 2016

Information about this early years setting

The childminder registered in 1996 and lives in the Great Sankey area of Warrington. She operates Monday to Friday from 7.30am to 5.30pm all year round, except for bank holidays and family holidays. The childminder has a relevant early years qualification at level 3. She 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 and routines. 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 children's learning.
- The inspector examined a sample of relevant documents and evidence of the suitability of people living in the household.
- The childminder talked to the inspector about children's learning and progress, including their interests and next steps.
- Parents provided written testimonials. The inspector read these and took them 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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