

Childminder report

Inspection date: 15 November 2022

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

Children are happy and settled in the care of this nurturing childminder. She meets with parents before children start to learn about their children's developmental milestones. The childminder offers a wealth of resources and experiences. She observes the children to find out about their interests. This enables her to plan activities children will enjoy and that support their development. For example, the younger children show an interest in animals. The childminder takes them for a walk down to the local farm, so they can see the animals and feed the ducks. This helps to develop the children's listening skills. They like to hear and mimic the unique animal sounds. The children regularly visit local play centres and take part in groups. This supports their developing social skills, reinforces their learning of rules and boundaries, and playing safely with others.

The childminder has high expectations for the children. She works with parents to promote positive behaviour and instil positive values. The childminder has a good routine in place, which meets the needs of the younger children. Children learn to tidy their toys away and develop a respect for others and their things. They celebrate festivals and events that are special to them. They enjoy food tasting and stories, which raises their awareness of other cultures. Children donate their old toys and clothes to local charity shops and learn the joy of giving to others.

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

- The childminder implements a play-based curriculum, focusing on children's interests. She works with parents on entry to find out children's current levels of development. She then uses her own observations and assessments of what the children can do to identify their next steps in learning. This means she has a true reflection of their abilities and starting points.
- The childminder has a good knowledge of each child and plans activities that follow their interest. However, she does not always plan activities with a clear intention of what she wants children to learn. As a result, activities may not always target individual children's next steps in learning. This means that they may not make the progress they could do over time.
- The childminder knows the children well and can recognise their verbal and non-verbal cues. She interacts well with the children, narrates their play and extends their vocabulary by introducing new words. When they try to say a word or makes vocalisations, she repeats the word and uses it in a sentence. As a result, children start to learn the value of language and communication.
- The childminder places great emphasis on reading and books. She has a wealth of stories to reflect children's interests. Children use books to support their interest in animals. For example, young children excitedly shout the names of the different animals in the story. Consequently, children develop their early

language, communication and literacy skills.

- The childminder offers opportunities for children to develop their physical skills. They can play on bikes and scooters outdoors, and play with a ball to help develop their large muscles. The childminder also supports their fine motor skills. For example, she encourages them to turn pages and lift flaps in a book. They make marks with different tools. This enables children to develop the early skills they need to be able to write.
- The children learn about personal hygiene and the importance of handwashing. The childminder encourages children to feed and dress themselves. Children are able to access the toys and resources independently, and can make choices about what they want to play with. Consequently, children start to become independent and self-assured individuals.
- Children learn about their local community and the world around them. The childminder teaches them about similarities and differences between themselves and others. For example, they talk about the different languages other people speak. Children make strong links with their local community through events and activities. They take part in a "book swap" in the local park, where they borrow books to share with their friends. This supports children to learn that they are part of the wider world.
- Children learn about the rules and boundaries of the setting. The childminder encourages them to share and take turns with their friends, and to show them respect. Consequently, children learn the importance of developing positive relationships with others.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is aware of her role and responsibility in keeping children safe. She has accessed training to increase her awareness of signs and symptoms of abuse. She knows who she should go to if she has any concerns about a child's safety. The childminder carries out regular risk assessments and daily checks, to ensure her home is safe and secure. She records any accidents, incidents or incoming injuries. The childminder has recently installed new smoke alarms, has a fire blanket and fully equipped first-aid kit available. Her mobile phone is pin protected, and she deletes all photos of the children as soon as they are shared with parents.

What does the setting need to do to improve?

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

- strengthen planning to ensure that activities have a clear intent and target individual children's next steps more accurately to further their learning.

Setting details

Unique reference number	315022
Local authority	Warrington
Inspection number	10234505
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 11
Total number of places	6
Number of children on roll	6
Date of previous inspection	3 March 2017

Information about this early years setting

The childminder registered in 1993 and lives in Thelwall area of Warrington. She operates all year round, from 7.30am to 5.30pm, Monday to Thursday, except for bank holidays and family holidays.

Information about this inspection

Inspector

Michelle Highcock

Inspection activities

- This was the first routine inspection the provider childminder since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the setting.
- The childminder showed the inspector the premises and discussed how they ensure those are safe and suitable.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- The inspector observed the interactions between the childminder and children.
- Parents shared their views of the setting with the inspector.
- 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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