

# Childminder report

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Inspection date: 19 September 2019

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| <b>Overall effectiveness</b> | <b>Good</b> |
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|--------------------------|-------------|
| The quality of education | <b>Good</b> |
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|                         |             |
|-------------------------|-------------|
| Behaviour and attitudes | <b>Good</b> |
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|----------------------|-------------|
| Personal development | <b>Good</b> |
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|                           |             |
|---------------------------|-------------|
| Leadership and management | <b>Good</b> |
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|----------------------------------------------|------|
| Overall effectiveness at previous inspection | Good |
|----------------------------------------------|------|

## What is it like to attend this early years setting?

### The provision is good

Children are happy and confident in this loving and welcoming setting. They have strong and secure attachments with the childminder and her assistant, which helps to support children's independence and emotional well-being. The childminder values and nurtures each child. She is passionate about providing high-quality care and experiences for all children. The childminder is a strong role model and has high expectations for behaviour and manners. Older children are involved in writing the rules for the setting, and younger children are aware of how their actions can impact on others. The childminder uses puppets and emotion cards to encourage children to talk about their feelings. This helps to support their positive behaviour. The childminder plans a broad range of activities based on children's ideas and interests. She builds on what children already know to help to develop their skills and knowledge further. The childminder has strong relationships with parents and they are highly complimentary of the service she provides. She regularly shares information about children's well-being and development. She also encourages parents to share information about children's weekends so she can include these ideas in the daily planning.

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

- The childminder gets to know and understand children very well. She uses everyday routines, such as nappy changing, to strengthen bonds with children by singing familiar songs and talking about their morning. There is a genuine, warm and nurturing attachment between the childminder and the children. Children are supported effectively to take appropriate risks and develop confidence. For example, children learn to climb up the slide and develop their confidence in social situations at the weekly community playgroup.
- The childminder engages enthusiastically with children. She uses every opportunity to develop children's language skills, and she does this effectively. For example, she labels facial features as the children wipe their faces and she introduces new vocabulary during play. However, on occasion, the childminder does not allow children time to engage in sustained play to develop their concentration.
- The childminder carefully plans activities based on children's interests and current knowledge. She has a good understanding of how children learn and she adjusts activities to give them experiences in all areas of learning. For example, she counts blocks as children build towers and uses creative activities for children to learn about the four seasons.
- The childminder continuously assesses children's development so she can plan for their next steps. She has a thorough grasp of children's current level of development and she has a clear idea of how to help them to progress. The childminder values the uniqueness of each child and plans activities to meet

their needs. Where she identifies that further support is required, she skilfully threads children's interests into new areas of learning. For example, she extends a child's interest in dinosaurs by providing a range of dinosaur books and a large world map.

- Children show a positive attitude to learning and they are motivated. The childminder clearly communicates her expectations for behaviour and children respond positively. For example, younger children smile as they receive praise for tidying up.
- Partnerships with parents are strong. There is an effective flow of information between the childminder and the parents. This supports planning and allows parents to continue their children's learning at home. The childminder has good relationships with the local school and uses their guidance around readiness for school to help support children moving to their next stage.
- The childminder has high expectations for the children and her own practice. She stays up to date with mandatory safeguarding and first aid training. However, she has not identified a programme of professional development to further enhance the quality of the teaching and learning.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder is aware of the signs that a child may be at risk of harm. She is confident in reporting these concerns and seeking advice and guidance. She keeps her knowledge up to date by accessing publications and guidance to support wider safeguarding issues. Record-keeping is detailed and accurate. The childminder keeps up to date with first-aid training and is confident in administering emergency first aid. For example, she has a thorough understanding of what to do if a child or baby is choking.

## What does the setting need to do to improve?

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

- identify a programme of professional development which focuses on raising the quality of practice and teaching to an even higher level
- enhance opportunities for children to have uninterrupted time to explore and become involved in their play.

## Setting details

|                                    |                                                                                   |
|------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>     | 315036                                                                            |
| <b>Local authority</b>             | Warrington                                                                        |
| <b>Inspection number</b>           | 10066512                                                                          |
| <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>       | 2 to 9                                                                            |
| <b>Total number of places</b>      | 6                                                                                 |
| <b>Number of children on roll</b>  | 6                                                                                 |
| <b>Date of previous inspection</b> | 28 July 2015                                                                      |

## Information about this early years setting

The childminder registered in 1992 and lives in Burtonwood, Warrington. She operates from 7.30am to 6pm for 50 weeks of the year, Monday to Friday, except for bank holidays. The childminder has a childcare qualification at level 3.

## Information about this inspection

### Inspector

Vikki Seddon

### Inspection activities

- The inspector and the childminder walked around the setting to understand how the learning is organised and implemented.
- The inspector observed children during play and daily routines.
- The inspector took account of written feedback provided by parents.
- A child was tracked by the inspector and development was discussed with the childminder.

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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