

Childminder report

Inspection date: 11 November 2024

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 with the welcoming childminder. They are confident to explore the resources on offer and develop strong bonds with the childminder. Children frequently involve the childminder in their play and show that they feel safe in her care. The childminder works closely with parents before children start, to find out what children already know and can do. She builds her curriculum from this information. The childminder provides planned and spontaneous opportunities that are based on children's interests. All children make progress in their learning.

The childminder is calm and role models respect to children. She ensures that children follow her rules and boundaries. For example, when children stand on toys, she reminds them why this is not appropriate. Children respond well to instructions and demonstrate positive behaviours. They develop good friendships with each other. Children take turns pushing their peers on the ride-along car in the garden. When they have finished, they say 'thank you' to each other. Children learn some of the ways to lead a healthy lifestyle. For example, the childminder shares stories about the importance of oral health. In addition, children enjoy balanced meals and learn about healthier food choices.

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

- The childminder knows children's starting points in development and uses these to inform the initial part of her planning. She uses children's interests to plan a range of activities that overall support children to develop the skills they require. The childminder uses observations and regular assessments to manage children's progress. This enables her to identify any further support children need and intervene quickly where appropriate.
- Children learn about being healthy and develop some skills in managing their personal care. For example, children know to wash their hands before mealtimes. However, sometimes, the childminder does too much for the children. This means that children do not always get the opportunity to develop their independence or self-care skills.
- The curriculum for communication and language is good. Children have access to a variety of books, and the childminder enjoys reading regularly to the children. The childminder speaks clearly to children, modelling the correct language. All children are confident communicators.
- Children learn to understand feelings and emotions. The childminder helps them to understand how to show empathy to others. She demonstrates kindness and praises children for their good turn-taking skills. As a result, children behave well.
- Children thoroughly enjoy their time outdoors and the freedom to explore. They have many opportunities to develop their physical skills in the childminder's

garden, such as learning to climb stairs on the slide. Children learn to negotiate space, such as when they kick the ball around the grass. They make good progress in their physical development.

- The childminder's reflection ensures that she has a good understanding of her provision. She welcomes feedback from other professionals, such as the local authority early years advisers and attends mandatory training. However, the childminder has not yet identified wider training or professional development to enhance her knowledge of how to further extend the most able children's learning.
- The childminder uses creative activities to support children's understanding of the different seasons. For example, she teaches children about hedgehogs and their features as they create their own pictures using glue and lentils. Furthermore, children explore pumpkins and leaves with the childminder. The childminder helps children to develop an environmental awareness from an early age.
- Parents speak positively about the childminder. They are happy with the care and education their children receive. Parents comment their children have made good progress since joining the childminder. The childminder shares updates about children's development and ideas for parents to support their children at home. This helps parents to continue children's learning.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- extend ways to support children to develop their independence and self-care skills
- focus professional development on enhancing the quality of teaching, in particular to support the most able children.

Setting details

Unique reference number	315063
Local authority	Warrington
Inspection number	10351382
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	2 to 3
Total number of places	6
Number of children on roll	2
Date of previous inspection	31 October 2018

Information about this early years setting

The childminder registered in 2000 and lives in Birchwood, Warrington. She holds a level 3 early years qualification. The childminder operates all year round, from 8.30am to 5pm, on Mondays, Wednesdays and Fridays, except for bank holidays and family holidays. The childminder offers government funded childcare.

Information about this inspection

Inspector

Jade Patten

Inspection activities

- The childminder and the inspector discussed how the childminder organises her early years provision, including the aims and rationale for her curriculum.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The inspector observed the interactions between the childminder and the children.
- Children spoke with the inspector during the inspection.
- The inspector took into account the views of parents from their written feedback.
- The childminder provided the inspector with a sample of key documentation on request.
- The childminder showed the inspector the premises and discussed how she ensures that they are safe and suitable.

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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