

Childminder report

Inspection date: 6 July 2023

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 learn in a warm, welcoming and homely environment. They form strong bonds with the kind and caring childminder and close friendships with their peers. Children show that they feel happy, safe and emotionally secure in the childminder's care. They snuggle up with the childminder when she reads books with them. Children join in with phrases from the story and talk about what they see on each page. They develop a fondness for reading. Children hold discussions with the childminder, who models clear language and simple phrases. They engage in conversations with each other about what they do at the weekend when they are with their families. Children demonstrate good communication skills.

Children behave well and like to help each other. For instance, they work well together to complete jigsaw puzzles. Younger children clap their hands together with pleasure when they succeed in fitting a jigsaw piece correctly. The childminder has high expectations for children's behaviour. She praises children often and offers gentle reminders to encourage them to take turns. Children are growing in their independence. For instance, they learn the skills they need to put on their shoes and coats, and to use cutlery to feed themselves.

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

- The childminder identifies when children need extra help with their learning. For example, she supports children to gain in confidence in speaking and manage their self-care skills. As a result, children are progressing well in their communication and language development and are becoming increasingly independent.
- The childminder is a good role model. She creates a calming atmosphere and encourages children to behave well. Children receive a lot of praise from the childminder. She uses every opportunity to celebrate what they do well. This helps to build children's confidence and develop their self-esteem.
- The childminder develops good partnerships with parents. She works closely with them to find out what children can do and what they need to learn next. The childminder provides parents with regular updates about their child's development. Parents comment that they feel well informed about their child's progress.
- The childminder forms links with other settings that children attend to promote a joint approach to their care and learning. She takes children to attend events at the local school, so that they become familiar with the teachers there. This aids children's smooth transition into school when the time comes.
- Children develop their early mathematical skills. The childminder includes ways that help children to identify shapes and count during activities. Children count the fruit that a hungry caterpillar eats in a story. They learn how to create leaf

shapes using dough. The childminder introduces new words, such as 'squidgy' and 'oval'. Children repeat these words. This helps to promote children's understanding of mathematical language.

- Children use their imagination skills well in their free play. The childminder encourages them to remember and talk about past events from their home life. For example, children engage for a long time as they play with the dolls. They pretend that the toys are flying in aeroplanes and sailing in boats to another country on holiday. The childminder plays alongside children and introduces new ideas and vocabulary. This helps to promote children's thinking skills.
- Overall, the childminder plans activities and experiences that children enjoy. She uses her knowledge of what she wants children to learn next to create an interesting environment for children to play and learn in. Most of the time, children engage well and are self-motivated to lead their own play and learning. However, sometimes, the childminder is not always successful in maintaining children's attention and involvement during adult-led activities. Some children engage well but others are distracted and not involved throughout.
- The childminder completes mandatory training, including safeguarding and first aid. However, she does not focus professional development precisely on raising the good quality of education to a higher level.

Safeguarding

The arrangements for safeguarding are effective.

The childminder keeps her safeguarding knowledge up to date. She has a secure knowledge and understanding of child protection issues. She knows the signs and symptoms that would cause her concern about a child's welfare and how to report these. The childminder ensures that the environment is safe. She completes regular risk assessments and supervises children well. Children learn to keep themselves safe as they play. For instance, older children know they cannot play with toys that contain small parts when younger children are present.

What does the setting need to do to improve?

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

- implement and adapt adult-led activities more carefully, so that all children maintain high levels of attention and involvement
- identify opportunities for professional development that strengthens teaching and learning further in order to raise the quality of education to the highest levels.

Setting details

Unique reference number	315114
Local authority	Warrington
Inspection number	10279956
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 5
Total number of places	6
Number of children on roll	4
Date of previous inspection	20 September 2017

Information about this early years setting

The childminder registered in 1992 and lives in Birchwood, Warrington. She operates all year round from 8.30am to 3pm, Wednesday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3 and provides funded early education for three- and four-year-old children.

Information about this inspection

Inspector

Daphne Carr

Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in their evaluation of the childminder.
- The childminder spoke to the inspector about their intentions for children's learning.
- The inspector observed the quality of education being provided and assessed the impact this was having on children's learning.
- The inspector observed the interactions between the childminder and children.
- 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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