

Childminder report

Inspection date: 20 May 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 show a keen interest in learning. The childminder provides engaging activities that support children's development. She is enthusiastic and creates an atmosphere of joyful exploration. Children show great delight as they take part in activities that extend their learning. The childminder has high expectations and all children make good progress.

Songs and stories are a key part of the childminder's curriculum. For example, the childminder reads stories expressively, pointing out the pictures and encouraging children to touch a range of textures. Children listen attentively, showing great joy in the interactive experience. Children join in and giggle as the childminder sings 'Incy Wincy Spider'. This helps to develop children's language and understanding of rhythm and rhyme.

The childminder takes children to local playgroups and the park, which helps them to develop their social skills as they play and interact with others. Overall, the childminder supports children's behaviour. Children have excellent manners, which are modelled by the childminder. The childminder helps children to feel settled and secure. They are happy and safe. Children are confident asking the childminder for help when needed.

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

- The childminder uses her good knowledge of child development to identify next steps for children. She plans learning in a sequence to build on what children already know. For example, she supports children to develop the small muscles in their hands using a variety of tools. This prepares children for their next step to use scissors. Children make good progress in their learning.
- The childminder provides good support for children's mathematical development. For example, she introduces counting and numbers into everyday activities through stories and play. This helps children to gain a sound understanding of basic mathematical concepts.
- Support for children's communication and language is good. The childminder teaches children lots of new words. She speaks clearly and repeats key words for children to copy. Children become expressive in their communication from an early age.
- The childminder uses positive praise to support children's well-being. For example, when children attempt to say new words, the childminder says, 'Well done, good try.' This helps children to develop positive self-esteem and pride in their accomplishments.
- The childminder supports children to become engaged in their learning and develop enthusiasm to take part. She skilfully invites children to try different

tasks, enticing them with interesting tools and resources. Children particularly enjoy using tweezers to pick up pom-poms. Children have highly positive attitudes towards learning.

- The childminder does not always implement her curriculum effectively to support children to understand what behaviour is expected of them and why. For example, she fails to respond when children's play with resources could cause the resources to break or become damaged. This does not help children learn to take responsibility and ownership for the resources and the setting's environment or help children to learn the impact of their actions.
- The childminder teaches younger children to communicate their emotions well. For example, when children are enjoying an activity, they say 'happy'. This helps children to express their wants and needs.
- Children are encouraged to be independent and develop their problem-solving skills. For example, the childminder encourages children to put together puzzle pieces, turning them until they fit. This helps children to develop their perseverance and independence.
- Partnerships with parents are strong. Parents describe the 'safe and nurturing' environment that the childminder provides that helps children to settle. The childminder regularly shares children's next steps with parents. This helps children to continue their learning at home.

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:

- strengthen behaviour management strategies to support children's understanding of what is expected of them and why.

Setting details

Unique reference number	315123
Local authority	Warrington
Inspection number	10335823
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 10
Total number of places	6
Number of children on roll	6
Date of previous inspection	28 June 2018

Information about this early years setting

The childminder registered in 1988 and lives in Lymm, Cheshire. She operates all year round, from 8am to 6.30pm, Monday to Thursday, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Amanda Richards

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 setting.
- Children communicated with the inspector during the inspection.
- The inspector talked to the childminder at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- Parents shared their views with the inspector.
- The inspector carried out a joint observation 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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