

Childminder report

Inspection date: 8 March 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	Outstanding
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What is it like to attend this early years setting?

The provision is good

This enthusiastic and experienced childminder offers a well-planned curriculum to support children's learning. Children are confident as they independently choose from the many resources on offer. The childminder has high aspirations for children and he plans activities that will inspire them. For example, children are deeply engaged in melting ice cubes. Their eyes open wide with excitement as they find flowers and herbs that have been hidden inside the ice. Children develop their language as they hear new words, such as 'slippery' and 'melt'. The flowers remind children of a previous activity where they painted flowers. Children beam with pride as they point to their pictures. The childminder praises children's work. This helps children to feel good about themselves. Children feel happy and safe in the childminder's care.

Children benefit from social mealtimes. They sit at the table with the childminder and their friends and enjoy chatting together. The childminder provides healthy meals. He uses mealtimes to talk about foods that are healthy. This helps children to develop their knowledge of healthy lifestyles. Children are encouraged to collect plates and cups. They use small jugs to pour water and manage these tasks with proficiency. Children show good manners as they listen to their friends and take turns in conversation. Behaviour is good. The childminder works alongside his wife, who is also a registered childminder.

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

- The childminder has developed his knowledge around the teaching of mathematics in the curriculum. For example, he has added resources which children can stack, fit together, open and close. Children use balance scales as they work out which objects are heavy and which are light. They have endless opportunities to count, estimate and predict as they play. As a result, children make good progress in their mathematical knowledge.
- Children's physical development is considered in planning the learning environment. For example, resources are placed on shelves at various levels so that children have to stretch and bend to collect items. As a result, they build their large-muscle skills and core strength. In addition, children benefit from trips to the park and the woods where they can run and jump. The childminder helps children to consider how exercise affects their bodies. For example, they feel their hearts beating faster after running around.
- The childminder develops children's language and imaginations by offering resources that can be used in a variety of ways. Children use a long piece of material as a fire hose. They make up a song as they wind the 'hose' up and then unravel it. Children invite their friends to join their play and they put out imaginary fires. They persevere as they work to roll the material into a coil.

Children build good language communication skills as they talk to each other.

- The curriculum helps children to be curious learners by offering resources that they can explore. Children concentrate well as they work out how items change shape and fit together. They are delighted as they realise that a metal cup extends and collapses if they turn it upside down. Children are exploring cause and effect. They learn that their actions can cause a change.
- The childminder knows children well and identifies appropriate targets for their learning. He is skilled at identifying gaps in learning and planning appropriate interventions to support children. However, sometimes, the curriculum is linked to what children can already do. For example, the childminder uses questions that demonstrate what children already know. They do not support children to build on their knowledge. On these occasions, children's progress is not sequenced for continuous improvement.
- Singing and rhyme times are planned to support children's listening and attention. For example, children use sticks to tap a beat to music. The childminder supports children to tap fast and slow. Children develop good listening skills. In addition, song times give children the opportunity to work as a group. This helps to build their social skills.
- The childminder weaves children's learning into everyday experiences. For example, children are eager to help unpack the food delivery. They carefully consider where each item should go. This helps children to build their thinking skills and independence. In addition, the childminder teaches children that tomatoes grow on plants and that milk comes from cows. Children build their knowledge of the world.
- The childminder wants children to be ready for their eventual move to school and has developed good partnerships with teachers at the local school. He helps children to become familiar with the school environment. For example, when collecting older children, they say 'hello' to the teachers. The childminder discusses with teachers the skills that will benefit children as they move. As a result, children are well prepared for their next stage of learning at school.

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:

- plan the curriculum to continually support children's progress, so that learning consistently builds on what children already know and can do.

Setting details

Unique reference number	EY246485
Local authority	Warrington
Inspection number	10317103
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 6
Total number of places	6
Number of children on roll	9
Date of previous inspection	1 May 2018

Information about this early years setting

The childminder registered in 2003 and lives in Stockton Heath, Warrington. He works with his wife, who is also a registered childminder. The childminder holds an early years qualification at level 3. He operates all year round from 8am to 5.45pm, Monday to Friday, 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

Lynn 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.
- The childminder showed the inspector the premises and discussed how he ensures that they are safe and suitable.
- The childminder spoke to the inspector about children's learning and development, with a particular focus on mathematics.
- The inspector carried out joint observations of group activities with the childminder.
- Parents shared their views of the setting with the inspector.
- Children communicated with the inspector during the inspection.

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
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