

Childminder report

Inspection date: 4 December 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

Children are confident and happy in the care of this experienced and knowledgeable childminder. The childminder joins children's play. She shows genuine interest in their conversations and follows these as she skilfully extends each child's learning. For example, children name toy animals, and the childminder supports younger children to make animal noises. She explains to pre-school children that baby animals have different names to adult animals. The childminder introduces the word 'piglet'. All children are attentive and interested. They engage well and demonstrate a good attitude to learning.

The childminder has high expectations of children. She encourages children to try to put on their own coats and shoes. Older children gather their own belongings, such as their school bags and water bottles. This helps children to develop a sense of responsibility. They become competent in managing their own care needs. The childminder supports children to demonstrate good behaviour. She reminds them regularly of the routine so that they know what is expected from them and what will happen next. The childminder gives children lots of praise and encouragement. She tells them how proud she is when they share and use good manners. This helps children to feel valued and acknowledged. Children develop positive self-esteem. The childminder uses trips out, such as the school run, to talk about road safety. Children learn to look and listen carefully before they cross the road. This helps to build their knowledge of ways to stay safe outdoors.

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

- The childminder implements an effective curriculum that supports children to achieve their planned next steps in learning. For instance, she teaches children mathematical language, such as 'small', 'big' and 'bigger'. When children are proficient in naming primary colours, she introduces secondary colours. Children make good progress from their starting points.
- Children benefit from time outdoors each day. They joyfully recall seeing a robin on a walk. Children talk about its 'orange chest' and the 'tweeting' noise they heard. They learn about nature and the world around them.
- The childminder plans her curriculum to support the development of children's small muscles, this helps with future skills, such as pencil control. However, opportunities to support larger muscle movements is less effectively considered. Children do not consistently benefit from experiences to develop physical skills such as balance and coordination.
- Songs and stories are used to help children develop their speech. Children have a lovely time singing Christmas songs. They recall the words and follow the rhythm as they wave their arms. The childminder uses clear speech as she reads to children. She encourages their repetition of words. Furthermore, the

childminder encourages children to use sign language. Younger children demonstrate this as they sign for more food or to say thank you. Children make good progress with their speech and communication skills.

- Children with special educational needs and/or disabilities are supported effectively. The childminder uses her observations and assessment of children to identify gaps in learning. She works closely with parents and other professionals, such as health visitors, to access appropriate support. In addition, where children attend more than one setting, the childminder builds partnerships to ensure that a joint approach is in place. This helps all children to benefit from a consistent approach to their care and learning.
- Hygiene routines are in place and are generally followed. The childminder reminds children to wash their hands before eating and after using the toilet. However, she does not consistently remind children of the importance of washing their hands after wiping their nose. As a result, children do not always develop consistently good hygiene habits.
- The childminder undertakes training so that she can continuously improve her practice. She has recently completed training to help in her assessment of speech and communication with children. This helps her to identify gaps in children's communication and offer specific tailored support. The childminder's ongoing professional development supports children to make progress.
- The childminder builds strong bonds with the children she cares for. Young children reach their arms out to her as they arrive. Children giggle as she sweeps them up into her arms for a cuddle. They chat happily with the childminder, recalling stories about family events and holidays. Children demonstrate that they feel safe and secure in her care. School age children, who were present on the day of inspection, say they enjoy their time with the childminder. They especially enjoy making crafts and playing with construction toys.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding which 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:

- focus planning to include regular learning experiences that support children in developing their large muscles and physical skills
- follow good hygiene routines consistently so that children are encouraged to develop good hygiene habits at all times.

Setting details

Unique reference number	EY285691
Local authority	Warrington
Inspection number	10372017
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 8
Total number of places	6
Number of children on roll	10
Date of previous inspection	10 October 2019

Information about this early years setting

The childminder registered in 2004 and is located in Birchwood, Warrington. Her provision operates all year round, from 7am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds qualified teacher status. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Lynn Richards

Inspection activities

- The childminder and the inspector discussed how the childminder organises their early years provision including the aims and rationale for their early years foundation stage curriculum.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- Parents shared their views of the setting with the inspector.
- 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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