

Childminder report

Inspection date: 4 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	Met
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What is it like to attend this early years setting?

The provision is good

The childminder provides a space where children can learn and grow. She is caring and creates a warm and positive environment where children flourish. Children are valued members of their own community. The childminder provides dedicated indoor and outdoor spaces for children that are designed to meet their individual needs. For example, children are based in a cabin with access to a children's garden. Children are able to make choices about how they spend their day and often spend much of their time exploring outdoors.

The childminder takes children to visit the local woodland, where they learn about nature and seasons. She has developed a curriculum for children that provides them with all the knowledge and skills they need to be 'life ready'. Children make good progress in all areas of learning. The childminder is quick to identify and meet children's needs. For example, children are quickly offered cuddles if needed.

The childminder uses praise to encourage children's positive behaviour. Children listen carefully to the childminder, and behaviour is good. Stories and songs form a key part of the childminder's curriculum. Children excitedly join in with songs and actions. This helps to develop their communication and language skills. It also helps children to develop a sense of community and build positive relationships with each other.

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

- The childminder has developed a comprehensive curriculum that focuses on priority areas of learning for all children. She uses this to plan learning for children that meets their individual needs. Learning builds on what children already know so that their knowledge and skills build over time.
- The childminder prioritises professional development. For example, she takes part in training about early communication screening. She uses this training to implement strategies that help children to develop early communication skills. This means her practice develops over time.
- The childminder is enthusiastic and engaging. She gives children lots of encouragement as they try new things. For example, as babies take their first unsteady steps, she claps and cheers. She tells children that they are 'amazing' and 'superstars'. This helps children to develop a positive attitude to giving things a go.
- The childminder skilfully adapts activities to meet the needs of children of all ages. For example, during circle time, questions and directions are tailored to individual children. This means that all children are able to fully join in with the activity.
- Occasionally, when the childminder directs children, she does not explain her

reasons for this. For example, when young children attempt to dig in the fairy garden, the childminder asks them to dig in another area. However, she does not share the reasons why. This means children are occasionally hesitant and do not always clearly understand what is expected of them.

- The childminder provides activities that are engaging and capture children's attention. For example, children develop their physical skills as they explore making marks with vegetables and yoghurt. This helps children to fully engage in their learning.
- Strong routines support children's learning and development. Children are familiar with their daily routine and know what to expect next. For example, they know when it is time for lunch and where to sit while they eat. This helps children to feel settled and comfortable in their surroundings.
- Children show strong independence skills. For example, younger children have a go at washing their own hands with adult support. Children try to put on their coats with a little help from adults. This helps children to become independent and competent in daily tasks.
- Parents praise the positive relationships they have with the childminder and the communication they receive. The childminder uses online messaging groups to keep parents up to date and meets regularly with parents to discuss children's progress. This helps to ensure children's progress is consistent between the setting and home.
- The childminder provides good well-being support for any assistants she works with. She offers them opportunities to discuss their roles and their development. She works closely with any assistants to tailor support to meet their individual needs, prioritising mental health. This helps to develop a close and consistent team.

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:

- help children to learn why they are asked to do things so that they clearly understand what is expected of them.

Setting details

Unique reference number	EY301757
Local authority	Warrington
Inspection number	10359859
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	13
Date of previous inspection	19 December 2018

Information about this early years setting

The childminder registered in 2005 and lives in Warrington. She operates all year round, Monday to Friday from 7.30am until 5.30pm, with the exception of bank holidays and family holidays. The childminder works alongside registered assistants. She holds an appropriate early years qualification at level 3. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Amanda Richards

Inspection activities

- The childminder and inspector completed a learning walk together and discussed the early years curriculum.
- 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, indoors and outdoors, 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.
- 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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