

Childminder report

Inspection date: 8 October 2019

Overall effectiveness	Outstanding
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The quality of education	Outstanding
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Behaviour and attitudes	Outstanding
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Personal development	Outstanding
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Leadership and management	Outstanding
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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 outstanding

Children flourish in the well-thought-out, highly engaging environment. The child-led approach to teaching helps children to develop the skills they need for the future. Children self-select from an extensive range of resources. The exciting and stimulating environment promotes children's independence very well.

Children benefit from high-quality, purposeful interactions with the childminder. She teaches them informative facts about topics they are interested in. For example, children learn that gravity is what keeps them from floating into space.

Children's imagination skills are promoted especially well. They act out boarding a spaceship and visiting the different planets, using a tent. They giggle with excitement as the childminder shakes the tent and explains that they are experiencing 'turbulence'. Children have a positive attitude to learning and demonstrate high levels of concentration.

Children are confident communicators; they talk with passion and excitement about the things they are being taught. For example, children explain that Saturn is the second largest planet and how it spins on its side. Children's knowledge of the solar system is exceptional.

Children have extremely strong bonds with childminder. They are very happy and secure in her care. The childminder's calm, nurturing approach helps to develop children's self-regulation skills.

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

- The childminder's high-quality curriculum ignites children's natural curiosity. She has an excellent understanding of the different ways in which children learn. Children's learning needs are skilfully woven into the daily routine and free play.
- Children's behaviour is managed exceptionally well. The childminder has high expectations and reinforces rules and boundaries clearly and consistently.
- The childminder is excellent at helping children to express and manage their feelings and behaviour. For example, following a disagreement, children have the choice of a group hug or time apart.
- The childminder is inspirational and highly motivated. She is passionate about high-quality childcare and works exceptionally hard to ensure this is provided.
- A sharp focus is placed on professional development. The well-qualified childminder uses a range of effective strategies to identify how she can develop her practice to improve outcomes for children. Training is identified based on the needs of the children and has a direct impact on learning. For example, the childminder recently completed qualifications in speech, language and

communication and behaviour management.

- Children's speech and language skills are supported exceptionally well. The childminder models excellent language and speaks with clarity. Children are supported to use the correct pronunciation. For example, the childminder repeats back to the children words they say that sound unclear. She encourages them to try a second time to get it right.
- Arrangements for sharing information with other professionals are robust. For example, the childminder uses a communication booklet to ensure a two-way flow of information between children's childcare providers. She attends regular meetings with outside agencies to ensure that children are receiving a balanced, well-rounded education.
- The childminder's passion for supporting children with special educational needs and/or disabilities is outstanding. She works with determination to ensure that all children have equal opportunities.
- Partnerships with parents are deeply embedded and are built on trust and respect. The dedicated childminder places children and their families at the heart of everything she does. Relationships are strong, and parents speak highly of the provision and the care their children receive.
- Children go on various outings to places within the community, such as physical activity groups, the library and the park. This develops children's understanding of the wider world and promotes their social skills.
- Children's mathematical skills are developing very well. They have lots of opportunities to use number language and identify different shapes and colours. Children who are more confident practise counting backwards. For example, they count backwards from 10 as they anticipate the 'take off' in their spaceship.
- Children are taught about the importance of good hygiene routines. For example, they know which is the correct tap to use when they wash their hands. They comment that handwashing 'cleans away the bad germs'.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has an excellent understanding of her responsibilities in relation to keeping the children in her care safe from harm. This includes knowing how to identify a child or family that may be at risk of being drawn into extreme behaviours. The childminder can clearly and confidently identify issues that would give her cause for concern about a child's welfare. She is confident with the procedures to follow if she feels a child may be at risk of being abused.

Setting details

Unique reference number	EY306455
Local authority	Warrington
Inspection number	10066526
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 9
Total number of places	6
Number of children on roll	11
Date of previous inspection	23 November 2015

Information about this early years setting

The childminder registered in 2005 and lives in Warrington. She operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a childcare qualification at level 3. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Kayte Farrell

Inspection activities

- The childminder gave the inspector a tour of the property.
- Children were observed jointly by the inspector and the childminder.
- The experiences of children were tracked throughout the inspection.
- The inspector checked the suitability of persons living and working on the premises.
- Throughout the inspection, the inspector and childminder had discussions about the quality of the care provided and the impact this has on children.

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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