

Childminder report

Inspection date: 17 October 2019

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

The childminder works in harmony with her co-childminder. She provides a warm, friendly and vibrant environment where children are quick to settle. Children develop a strong attachment to the childminder and seek her support when required. They are confident, self-assured and feel a strong sense of belonging. The childminder promotes children's emotional well-being. She supports them well through changes, such as preparing for a new baby or transition to a new setting.

The childminder provides a rich and varied curriculum for children, which fully incorporates parents. She sends out monthly newsletters with ideas that help parents to contribute to their children's learning at home. Children enjoy a range of interesting play activities and can freely access the resources both indoors and outside. Children are immersed in an environment that supports early literacy skills. The childminder enthusiastically reads traditional stories to children. They join in with key words from the story, such as 'I'll huff and I'll puff'.

Children are happy and behave well. The childminder is a good role model and supports children to share and take turns. She has high expectations for all children. Children are kind and show affection to each other. They demonstrate good manners and know how to communicate positively with one another.

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

- Children's well-being is of paramount importance to the childminder. Each child is valued for their uniqueness. The childminder promotes a fully inclusive setting where all children make good progress.
- The childminder offers many opportunities for children to develop an understanding of the world around them. Children experience trips and outings in the local community. For example, the childminder takes them to local toddler groups, visits to the park and local farms. These opportunities allow children to be active and develop their confidence in new situations.
- Children benefit from a phased settling-in process. The childminder uses this opportunity to find out about children's likes, dislikes and what they know and can do. This information is used to plan effectively for children's future learning.
- The childminder is committed to professional development. She recognises the importance of keeping her skills and knowledge up to date.
- Children enthusiastically join in with traditional nursery rhymes. For example, they particularly enjoy 'Hickory, dickory, dock'. They listen intently and join in with the actions, showing good physical dexterity. Children use musical instruments and shake them to the beat of the music. They smile and giggle with delight and demonstrate their enjoyment.
- The childminder has a good knowledge of child development. However, on

occasion, she does not adapt her teaching effectively to ensure all children remain engaged. She uses observations of children's learning and monitors their progress effectively. The childminder identifies when children may need extra support in their learning and liaises with professionals, when appropriate, to help all children make good progress.

- Children show good levels of imagination. They have fun with the childminder as they try on different hats and wigs. Children understand humour and they laugh together and demonstrate their close relationships. Through the positive interactions, the childminder skilfully extends children's vocabulary. For example, she introduces new words and models language well.
- The childminder and her co-childminder evaluate their practice successfully. They gather feedback from parents and children to help them identify areas for improvement and they drive forward these changes quickly. For example, they have improved the outdoor area and have increased learning opportunities for children who prefer to learn outdoors. Parents compliment the care and education that the childminder provides. They are happy with the level of communication and feel fully supported by the childminder.
- Mathematical skills are supported effectively. The childminder encourages children to use simple mathematical language and to count as they play. For example, they excitedly count how many times the car zooms down the different levels of the criss-cross track. They all cheer when the car reaches the bottom. Children beam with delight as the childminder offers praise and encouragement in abundance.
- Children's individual care routines are sensitively met. The childminder supports children appropriately and praises their success in self-care, such as using the toilet and washing their hands.

Safeguarding

The arrangements for safeguarding are effective.

The childminder keeps up to date with her safeguarding knowledge and any changes to legislation. She understands her role and responsibilities in keeping children safe from harm. The childminder has a thorough understanding of the possible signs and symptoms of child abuse or neglect. She has extensive knowledge of wider safeguarding issues and has adapted her policies accordingly. For example, a change to her lock-down procedure ensures that children are safe in any critical event. The childminder fully understands the local referral procedure to follow if she was concerned a child was at risk of harm.

What does the setting need to do to improve?

To further improve the quality of the early years provision, the provider should:

- differentiate teaching to ensure that children of different ages and abilities are

supported and engaged most effectively during group activities.

Setting details

Unique reference number	EY309080
Local authority	Warrington
Inspection number	10109721
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 10
Total number of places	6
Number of children on roll	14
Date of previous inspection	27 March 2015

Information about this early years setting

The childminder registered in 2005. She works with a co-childminder in Orford, Warrington. The provision operates Monday to Friday from 8am to 4.30pm all year round, except for bank holidays and family holidays. The childminder holds an appropriate early years qualification at level 3. She receives funding for the education of two-, three- and four-year-olds.

Information about this inspection

Inspector

Rachel Strutt

Inspection activities

- A joint observation and evaluation of activities took place with the childminder to consider the effectiveness of teaching and the impact this has on children's learning.
- All areas of the premises were viewed and the inspector took account of how the childminder ensures that children are safe.
- The inspector reviewed a sample of documentation. This included a selection of policies and procedures and evidence of the suitability of adults living in the household.
- At appropriate times during the inspection, the inspector spoke to the childminder, co-childminder and the children attending. She observed the interactions between the childminder and children.
- Parents' views on the provision were taken into account through sampling their written feedback.

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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