

Childminder report

Inspection date: 26 February 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	Good
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What is it like to attend this early years setting?

The provision is good

The childminder creates a calm and friendly environment. Children are settled, confident and happy in the childminder's care. The childminder is a positive role model. She demonstrates polite manners, such as saying 'please' and 'thank you'. The childminder supports children to take turns and to share the equipment. Children behave well. The childminder has high expectations of all children. She provides children with clear instructions. This helps all children, including those with special educational needs and/or disabilities (SEND), to understand the behaviour expectations.

The childminder creates a broad curriculum. Children benefit from going on a range of outings. For example, they go on buses and trains to museums. The childminder takes children to parks and walks around the local area. She takes children to cafés, where they order their own breakfast. These opportunities help children to learn about the world. The childminder plans interesting activities. For example, children excitedly talk about the pumpkins and flowers that they planted in the childminder's garden. Children learn how to look after plants and observe the changes as they grow. This helps children learn about the life cycle of plants.

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

- The childminder knows children in her care very well. She has a good understanding of where children are up to in their development. The childminder plans learning for children that is based on their interests and next steps. All children make good levels of progress from their starting points.
- Children's growing independence is supported well. Young children confidently wash their own hands. They are proud to show the childminder the tasks they complete by themselves. For example, they say, 'I did it', when they create animals using the play dough cutters. These opportunities help children to develop the necessary skills in readiness for their next steps in learning.
- The childminder promotes children's physical development well. Children use rolling pins to flatten their play dough. They squeeze the play dough into different shapes. Children scoop the sand up with their spades and transfer it into their buckets. This helps to develop children's small-muscle movements.
- Overall, children's communication and language are promoted well. The childminder uses flashcards to help children who need extra support with developing their speech and language skills. However, the curriculum is not always planned appropriately during group activities. The childminder does not always support children to acquire and consolidate new vocabulary. This prevents children from extending their language development further.
- The childminder has a good understanding of how to support children with SEND. She makes referrals to other agencies in a timely manner. The

childminder works with parents and external professionals to ensure the needs of children with SEND are met.

- The childminder promotes leading a healthy lifestyle. She provides healthy and nutritious food for children. The childminder teaches children about why foods are good for their bodies. Children spend copious amounts of time outdoors. For example, they walk to collect older children from school each day. These opportunities help to promote healthy life choices.
- Overall, the childminder uses some ways to evaluate the quality of her provision. For example, she has accessed professional development courses to increase her knowledge of children with additional needs. However, she does not use rigorous self-evaluation and parents' views to fully identify strengths and areas to improve, to develop the quality of her practice even further.
- Parent partnerships are strong. The childminder gathers information on children's starting points when they join. Parents praise the childminder for the regular updates she provides about children's development. This helps to provide continuity in children's learning.
- Children's behaviour is good. They listen attentively to the childminder's instructions. For example, children press the button on traffic lights and wait for the green man before crossing the road safely. Children are beginning to understand why they have behaviour rules in place. This helps children learn how to keep themselves and others safe.

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:

- develop the use of self-evaluation to identify strengths and areas to improve practice, to raise the quality of the provision further
- support children to learn a wider range of new words during group activities, to extend their vocabulary further.

Setting details

Unique reference number	EY317963
Local authority	Warrington
Inspection number	10317136
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	2 to 10
Total number of places	6
Number of children on roll	3
Date of previous inspection	10 May 2018

Information about this early years setting

The childminder registered in 2005. She operates all year round, from 7.30am to 5pm, Monday to Friday, term time only. She provides funded early years education for three-year-old children.

Information about this inspection

Inspector

Olivia Barnes

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 provision.
- The quality of education was observed, and the inspector assessed the impact this has on children's learning.
- The inspector and the childminder completed a learning walk and discussed the intent of the curriculum.
- The childminder and the inspector evaluated an activity together.
- The childminder provided the inspector with a sample of key documentation on request.
- Children were spoken to when appropriate.
- The inspector took account of parents' views about the childminder's setting.

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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