

Childminder report

Inspection date:

20 September 2022

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Overall effectiveness at previous inspection

Outstanding

What is it like to attend this early years setting?

The provision is outstanding

Children feel safe and secure at this wonderful home-from-home setting provided by the childminder. Children behave exceptionally well. For example, they use manners without prompts throughout their play. The well-established routine supports children's exemplary behaviour. Children are aware of the expectations of the childminder and contribute to the golden rules. This further supports children being respectful of each other, the childminder and the resources.

Children are exposed to a wealth of experiences and information to teach them about what makes them unique. Older children suggested having a day per week where they learn about a different country. This is now called 'International Monday'. A different country is chosen each week and children learn about the culture, heritage and also cook food to represent this country. Children celebrate festivals throughout the year and learn about the community in which they live. Discussions regarding disabilities, religions and what makes children unique are also shared as they arise through play or from natural curiosity.

Children's voices shine through this setting. The environment is organised to allow children to navigate freely and choose what they would like to do each day. Younger children are provided with a catalogue of resources they are able to select from. The childminder implemented this following COVID-19 pandemic restrictions as part of her system to rotate resources. Following reflection of her practice this is now a strength and allows children to choose activities while not being overstimulated.

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

- Excellent partnerships are established between the childminder and parents. Many parents have built up a strong rapport with the childminder over the years their children have been attending. Parents say their children are happy and thoroughly enjoy their time at the childminder's. Children who are now at secondary school still visit occasionally too. The childminder gauges the feedback from parents regularly in order to build upon her already outstanding practice.
- Some children attend before and after school. The childminder ensures they have a voice within the setting. Children have their own board to suggest activities for their next session or for the following week. It is important to the childminder that children feel 'at home' when they attend. For example, little plastic brick buildings constructed by the children are left on the table from breakfast club, for children to return to, should they wish to, when they arrive after school. Consequently, they have a sense of belonging.
- The childminder's highly effective curriculum is built around children's interests

and their patterns of play. For example, when playing with a magnetic jigsaw children are fascinated with it. The childminder provides a variety of additional magnets and allows the children to explore these. Children listen attentively as the childminder explains the science of how magnets stick together. As a result, this ignites the children's enthusiasm to keep trying and they explore the environment finding out which items are 'magnetic'. Consequently, children make excellent progress in their learning.

- Children enjoy healthy meals of which they have a choice. They assist in the preparation of foods and understand where fruit and vegetables come from. Children learn about the effects healthy eating and exercise has on their bodies. They can use an outdoor space, to ensure they access fresh air and have opportunity to develop their physical skills. Oral health is supported, and children are able to bring their toothbrush to the setting should they choose to.
- The childminder communicates effectively with children. She uses appropriate language and introduces new vocabulary at every opportunity. For example, when children are interested in the map of the world, the childminder introduces new countries and talks about living in England. Children enjoy singing nursery rhymes and reading familiar books. For example, children eagerly show the inspector 'The Hungry Caterpillar' book, with a particular focus on the 'beautiful butterfly' at the end of the story. The children handle the book with care and recite the story, displaying a real love of books.
- Children have the opportunity to play outside should they choose to. A weather-proof cover ensures the outdoors can be used all year round. Children use their imaginations in the mud kitchen. They learn about growing vegetables and herbs, cooking them and eating them. The childminder takes children on walks in the local community. Children enjoy walking along the canal and seeing the barges. They are also able to go on board and have look.
- The childminder has a sound understanding of the progress children are making. She provides challenging and meaningful opportunities for children in line with their abilities. The childminder accesses training online and in-person to ensure her teaching is as sharp as it can be. Prior to the COVID-19 pandemic the childminder was leading a group to support other childminders and share good practice with them. Alternative ways of sharing practice and support are now in place to ensure the childminder continues to reflect and build upon her outstanding practice.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has an excellent understanding of how to keep children safe. She has a robust understanding of the steps to take if she is concerned about the welfare of a child. Similarly, the childminder is aware of the process to follow if there are any allegations against herself or other professionals she comes into contact with. The childminder has extensive safeguarding training and teaches children about online safety. She has paediatric first-aid training.

Setting details

Unique reference number	EY389457
Local authority	Warrington
Inspection number	10109792
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	3 to 11
Total number of places	12
Number of children on roll	11
Date of previous inspection	23 June 2015

Information about this early years setting

The childminder registered in 2009. She lives in Lymm, Warrington. She operates all year round from 8am to 6pm, Monday to Thursday, except bank holidays and family holidays. The childminder holds an appropriate early years qualification at level 3. The childminder works with an assistant.

Information about this inspection

Inspector

Kate Martin

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 setting.
- The inspector and the childminder completed a learning walk together to discuss the childminder's intentions for children's learning.
- Parents shared their written views of the childminder with the inspector.
- The inspector observed the interactions between the childminder and children.
- The childminder and the inspector carried out a joint observation of a planned activity
- The inspector held discussions with the childminder and children at appropriate times during the inspection

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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