

Childminder report

Inspection date: 23 July 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

Children are happy in the childminder's care. They arrive excited to start their day and settle quickly to enjoy the activities set out for them. The childminder has a very good relationship with parents, which helps children to feel safe and secure in her care. Children enjoy the company of the childminder and eagerly invite her to join in with their activities.

The childminder has high expectations of children's behaviour. As a result, children know what is expected of them. For example, they say 'please' and 'thank you' during their play. At snack time, older children help set the table and support younger children to sit comfortably. The childminder's warmth and friendly manner support children to feel confident. She is a good role model and gives children lots of praise and encouragement. This prompts children to copy the childminder's words and actions. For example, they exclaim 'Wow!' as they show off what they have made.

The childminder implements a curriculum that focuses on what children need to learn next. She skilfully links children's interests to activities and ensures that they have a wide range of experiences. For example, the childminder takes children on visits to the local parks, museums and pre-school groups to ensure they have experiences beyond her home environment.

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

- The childminder has developed a curriculum based on her observations of what children know and can do. She also takes account of what children enjoy, such as growing plants in the outdoor area. This helps to nurture children's interests and builds on their capabilities.
- The childminder uses her settling-in process to gather detailed information from parents about their children. She uses this information, along with her assessments, to identify what children need to learn next. For instance, the childminder has identified that supporting children's language and communication is a key area of focus. As a result, she plans lots of activities, such as reading stories and singing songs, to support children's communication and language.
- The highly qualified childminder is keen to develop her skills and knowledge, and undertakes relevant training to support her practice. She uses knowledge from training to enhance children's learning. For example, following recent training, the childminder provides lots of opportunities to help children to develop an interest in mathematics. She points out numbers in the environment and encourages children to set the table by counting how many plates are needed. This means that children benefit from everyday activities to practise their early

mathematical skills.

- Activities for children are fun and based on their interests. However, some activities provided do not always develop children's thinking. For example, the childminder does not always explain to children what she wants them to do. As a result, children do not understand what is expected of them.
- The childminder provides opportunities for children to learn about the world around them. For example, they grow and harvest their own vegetables in the outdoor space. The childminder uses these experiences to help children understand about growth over time. Children are extremely proud of their home-grown produce as they pick lettuce for their lunch. This also provides them with first-hand experiences of healthy eating.
- Children benefit from a consistent routine, which helps them to understand expected behaviours. For example, children know to hang their coats up and remove their shoes as they enter the childminder's home. This familiarity helps children to feel confident and assured.
- Parents are full of praise for the childminder. They appreciate the information the childminder shares about their children's progress. Parents feel confident that their children are happy and safe in the home-from-home environment that the childminder provides.
- The childminder supports the needs of all children in her care. She adapts the activities and environment to suit the learning needs of all children. As a result, children, regardless of their abilities, are supported to make good levels of progress.
- The childminder sets clear boundaries to help children understand accepted behaviours. As a result, children are kind and respectful to their friends and others. Children are also considerate to their peers as they share play dough tools and toys. Children are well behaved and have a good sense of belonging in the childminder's home.

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:

- strengthen planning and delivery skills so that activities support children's learning.

Setting details

Unique reference number	EY392518
Local authority	Warrington
Inspection number	10347020
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 3
Total number of places	6
Number of children on roll	3
Date of previous inspection	20 August 2018

Information about this early years setting

The childminder registered in 2009 and lives in Warrington, Cheshire. She operates all year round, from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a childcare qualification at level 5.

Information about this inspection

Inspector

Jessica Leong

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 childminder.
- The childminder showed the inspector the premises and discussed the early years curriculum.
- The inspector carried out a joint evaluation of an activity with the childminder.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The inspector spoke with parents and considered their views.

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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