

Childminder report

Inspection date: 12 March 2025

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 demonstrate that they are happy and feel safe in the childminder's care. They benefit from a balance of individual and group play inspired by their interests. Children form strong bonds with the experienced childminder. They seek her out for play, comfort and praise. The childminder is receptive to children's needs. She recognises each child's unique personality with her nurturing approach. This supports children's growing confidence and sense of belonging in the homely environment.

Children love books and stories and can find their favourites easily in the childminder's home. They know these books well because the childminder reads to them frequently. Children predict what is coming next in stories as the childminder leaves gaps for children to complete some sentences. Throughout the day, the childminder supports children to develop their speech and language skills. She uses open-ended questions and allows children to think and respond. She repeats words clearly so that children hear the correct pronunciation, and she introduces new words as they play. Children are confident communicators and take turns in conversations.

Children behave well and understand the childminder's high expectations. They respond positively to the childminder's explanation of what is coming next in their daily routine. Children develop an enthusiasm for outdoor learning. They respond positively to the childminder's playful support and enjoy trips to nearby nature parks. The childminder ensures that children are active throughout the day.

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

- The childminder finds out what children can already do when they first start at the setting. She uses this information and her own observations to identify what children need to learn next. The childminder is aware of where there may be emerging gaps in children's learning. She focuses her teaching on these areas. This supports children to make consistently good progress from their starting points.
- The childminder encourages children's speech and language skills. She prioritises communication at every opportunity during the day. The childminder is skilled at providing opportunities that reinforce new learning. For example, when reading a book to the children, the childminder encourages them to repeat new words and role play parts of the story. This helps children to develop good communication skills and expand their vocabulary.
- Children develop their knowledge and understanding of mathematics throughout the day. For instance, while playing with cars, children count the number of cars in the toy garage using their fingers. They sort the cars by colour, size and

number of seats. Children demonstrate a good awareness of number and an understanding of mathematical language. They remember what they have been taught and apply their knowledge in their own play.

- Children are kind and friendly. They behave well and understand their daily routine. Children happily follow instructions and take turns. For instance, they know to tidy away, wash their hands and drink water throughout the day. The childminder helps children to make healthy food choices and grow in confidence. Over time, this consistent approach helps children to become increasingly independent, and to value resources and each other.
- Children are beginning to learn about their own culture through stories and trips to the local area. That said, the childminder has not considered how to help children develop their understanding of diversity and cultures beyond their own. This means children do not fully appreciate what different people have in common and how they may differ.
- Parents share that they are happy with the care the childminder provides for their children. They appreciate the regular updates that they receive about their child's progress and achievements. The childminder supports parents to contribute to their child's learning and development at home. They welcome the practical resources related to topics such as toileting and oral health. This ongoing partnership helps to promote a consistent approach to children's learning and development.
- Continuous professional development is of high importance to the childminder. She ensures that all mandatory training is kept up to date. Furthermore, the childminder precisely identifies professional development opportunities that help to enhance her skills. For example, recent communication training has been used effectively to enhance the curriculum and children's experiences. The childminder develops strong links with a local childminder network. This helps her to keep her early years practice current and to share good practice.

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 knowledge of how to develop children's understanding and appreciation of diversity.

Setting details

Unique reference number	EY394625
Local authority	Warrington
Inspection number	10375959
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 8
Total number of places	12
Number of children on roll	5
Date of previous inspection	10 May 2019

Information about this early years setting

The childminder registered in 2009 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 an appropriate early years qualification at level 3.

Information about this inspection

Inspector

Sandra Hamilton

Inspection activities

- The childminder showed the inspector the premises and discussed how she ensures that they are safe and suitable.
- The inspector observed the childminder joining in activities with children and discussed the learning that was taking place.
- Children spoke to the inspector during the inspection.
- A sample of policies and procedures were viewed by the inspector. These included documents relating to the suitability of household members, safeguarding and risk assessments.
- The childminder and the inspector discussed how the childminder organises her early years provision, including the aims and rationale for her early years foundation stage curriculum.
- The inspector observed the interactions between the childminder and the children.
- Parents shared their views of the setting with the inspector.

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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