

Childminder report

Inspection date: 21 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 feel settled and secure with the childminder. They have lots of opportunities to learn and play. The childminder offers a dedicated space for children, where they can make choices about their day and choose their own activities. Children access a secure garden. The childminder teaches children to use good manners, highlighting the importance of these. Children behave well.

The childminder supervises children's interactions with the family dog. This helps children to develop genuine care and concern for animals. The childminder offers a broad range of activities for children, including visiting the museum and library. She regularly takes children to soft play where they develop strong physical skills. Children make friends and develop positive relationships with each other.

The childminder is quick to notice baby's cues. She knows exactly what they need and responds straight away. The childminder's curriculum is tailored to meet the needs of all children, which helps them to make good progress in their learning. The childminder works closely with other local childminders. This offers the childminder a community of support and guidance, which helps her to develop her practice.

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

- The childminder provides excellent support for children's communication and language development. She speaks clearly and narrates daily activities. The childminder repeats key words for children. This helps children become expressive communicators.
- The childminder offers children a vibrant curriculum that helps children to build on all the things they already know. The childminder makes sure that children's learning is carefully sequenced so that they make progress over time.
- The childminder plans activities that are highly engaging and that capture children attention for an extended period of time. For example, children develop their physical skill as they scoop and pour water. They use their imaginations to make 'a cup of tea' for the childminder. This helps children to become fully immersed in learning through play.
- The childminder's curriculum does not consistently promote strong hygiene routines. For example, children attempt to wipe their own noses before the childminder helps them. However, the childminder and children do not clean their hands afterwards. This means children lack some understanding of self-care practices.
- Children behave well. The childminder calmly explains why it is important to share and take turns in language that young children understand. This helps children to understand and regulate their behaviour.

- Older children are independent learners. They put on their shoes and wipe their faces using a mirror after snack. However, babies are not always offered the same opportunities to develop these skills as the childminder does it for them. This means babies do not develop independence skills as rapidly as they could.
- Older children are positive role models for babies. For example, older children help babies to put on their shoes and share toys with them. This helps to develop children's self-esteem and sense of responsibility.
- Occasionally, the childminder does not ensure that children have access to privacy. For example, when children are having their nappy changed or medicine administered, there are other children nearby. This means children's well-being is not fully promoted.
- The childminder knows how to access support for children with special educational needs and/or disabilities (SEND). She works closely with parents, schools and the local authority to promote continuity in children's learning. This helps children with SEND to be ready for their transition to school.
- The childminder undertakes a wealth of professional development to keep her knowledge and skills up to date. For example, she has recently completed the early years professional development programme. She researches children's medical needs, which helps her to provide the best care possible for all children.
- Parents comment that the childminder is 'welcoming' and 'nurturing'. They value the communication they receive and comment positively on the progress children make. The childminder shares information about children's progress, which helps parents to support children's learning at home.
- The childminder is vigilant about keeping her knowledge up to date. For example, she researches extensively to ensure that she provides appropriate highchairs and car seats to meet children's needs. This helps her to keep children 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:

- strengthen children's understanding and implementation of personal hygiene routines
- explore how the curriculum can support babies effectively to develop early independence skills
- develop the environment to offer children a sense of privacy at appropriate times.

Setting details

Unique reference number	EY411331
Local authority	Warrington
Inspection number	10372292
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	6
Number of children on roll	6
Date of previous inspection	10 April 2019

Information about this early years setting

The childminder registered in 2010 and lives in Westbrook, Warrington. She operates all year round, from 7.30am until 5.30pm, Monday to Friday, except bank holidays and family holidays. The childminder has a relevant qualification at level 3. She offers funded early education for children aged from nine months up to four years old.

Information about this inspection

Inspector

Amanda Richards

Inspection activities

- The childminder and the inspector completed a learning walk together and discussed the early years foundation stage curriculum.
- Children communicated with the inspector during the inspection.
- The inspector talked to the childminder at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Parents shared their views with the inspector.
- The inspector carried out a joint observation with the childminder.
- The childminder provided the inspector with a sample of key documentation on request.

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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