

# Childminder report

---

Inspection date:

7 September 2022

|                              |             |
|------------------------------|-------------|
| <b>Overall effectiveness</b> | <b>Good</b> |
|------------------------------|-------------|

---

The quality of education

**Good**

Behaviour and attitudes

**Good**

Personal development

**Good**

Leadership and management

**Good**

Overall effectiveness at previous inspection

Outstanding

## What is it like to attend this early years setting?

### The provision is good

Children are settled, happy and demonstrate a great sense of belonging with the childminder. They enjoy their time with their friends and laughter fills the air as they play. The childminder is clear about behavioural expectations. She offers younger children support and models how to share and take turns. Older children display great manners, listen to instructions and consider the needs of others. This results in children being confident, feeling safe and displaying good behaviour.

Children show great eagerness to play and explore. For example, younger children concentrate intensely and show determination as they attempt to thread small objects onto string. Older children work together, think of new ideas and show great attention to detail as they build structures for a bug house. Children are motivated to learn and eagerly show off their achievements.

During the COVID-19 pandemic, the childminder closed her setting for a short period, although she maintained communication with families and children during this time. For example, the childminder devised learning packs and activities for parents to carry out on their daily walks outside. Virtual calls took place which included storytelling to children. This had a positive impact and children returned back to the setting with ease.

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

- The childminder is extremely passionate about developing a rich and stimulating environment in which children can learn and develop. She continually reflects on her practice and actively seeks opportunities to develop her own knowledge and skills. For example, she accesses a range of training and networks effectively with other childminders. Furthermore, she shares ideas and arranges group outdoor events. This provides children with more opportunities to explore the natural world around them and increases their confidence in social situations.
- The childminder constructs a well-sequenced curriculum that is ambitious and builds on what children know and can do. Overall, she provides a range of stimulating activities and experiences for children with clear intentions of how to support their future learning. Yet, at times, she does not further challenge children to extend their learning or build on emerging interests that arise as they play. This occasionally results in some children losing focus quickly.
- The childminder skilfully weaves mathematics throughout children's play. She provides opportunities for matching, sorting, colour recognition and counting. This supports the development of children's early mathematics skills well.
- Children's communication and language skills are supported well. The childminder speaks and listens to children and continually models new words for younger children to hear. Older children have meaningful and interesting

conversations with the childminder and each other. She asks them questions and provides time for children to think and respond. As a result, all children are making progress and are becoming confident communicators.

- Generally, children are taught the benefits of leading a healthy lifestyle. For example, they have ample opportunities to be active. They take regular trips in the local community and explore the great outdoors. Children discuss what are healthy foods and carry out good hygiene procedures. However, the childminder does not always extend children's understanding of why procedures, such as handwashing, drinking water and oral hygiene are important.
- Partnership with parents is strong and highly valued. The childminder provides continual updates on children's development and what they have been doing throughout the day. Furthermore, she provides parents with ideas to carry out activities and how to support their routines at home, such as children's sleeping patterns. Parents comment how they feel lucky and fortunate that their children have had the opportunity to spend their time with the childminder. They feel confident that their children are left in such wonderful hands.
- Children's independence and self-care needs are promoted well. For instance, children confidently feed themselves and put on their own shoes and socks. Furthermore, they assess their own risks and safety when in the garden. This supports children with the skills that they will need in readiness for school.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure knowledge and understanding of her role and responsibilities to safeguard children. Safeguarding policies and procedures are in place which she is very proactive in following. The childminder also carries out training to keep her abreast of safeguarding concerns. She regularly risk assesses the safety of her home and takes sufficient measures to minimise or remove any risks or hazards. Suitability checks are carried out on people who live in her home. This ensures that they are safe to be in contact with children.

## What does the setting need to do to improve?

**To further improve the quality of the early years provision, the provider should:**

- reflect on teaching and planning and identify how to further challenge and extend all children's learning and build on their emerging interests as they play
- strengthen children's understanding of why hygiene and healthy practices are important in contributing to their overall good health.

## Setting details

|                                                    |                                                                                   |
|----------------------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>                     | EY422636                                                                          |
| <b>Local authority</b>                             | Warrington                                                                        |
| <b>Inspection number</b>                           | 10231796                                                                          |
| <b>Type of provision</b>                           | Childminder                                                                       |
| <b>Registers</b>                                   | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Day care type</b>                               | Childminder                                                                       |
| <b>Age range of children at time of inspection</b> | 2 to 3                                                                            |
| <b>Total number of places</b>                      | 6                                                                                 |
| <b>Number of children on roll</b>                  | 5                                                                                 |
| <b>Date of previous inspection</b>                 | 1 September 2016                                                                  |

## Information about this early years setting

The childminder was registered in 2011 and lives in Warrington. She operates all year round from 7.30am to 5.30pm, Monday to Friday, except bank holidays and family holidays.

## Information about this inspection

### Inspector

Kellie Lever

### 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.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intention for children's learning.
- The inspector spoke to the childminder at appropriate times during the inspection and took account of her 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.
- The inspector observed the interactions between the childminder and children.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector gathered the views of parents and their comments on the 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2022