

Childminder report

Inspection date: 26 November 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

The childminder provides a welcoming environment that ensures children are happy and learn through play. This is reflected in children's smiles and giggles. The children are very happy and comfortable with the nurturing and caring childminder. Children engage well with the childminder, laughing and having fun as she skilfully builds their confidence. The children form a very strong attachment with the childminder, which supports their emotional well-being extremely well. For example, children receive lots of cuddles when they feel tired. This helps them feel safe and secure.

The childminder provides a curriculum that is based on children's interests and her knowledge of what they need to know next. She assesses children's capabilities when they join the setting. This enables the childminder to plan activities to help children make good progress in their learning and development. The experienced and knowledgeable childminder has developed an effective and well-sequenced curriculum that focuses on developing children's skills. Children behave well and show respect for the resources and the childminder. The childminder has clear boundaries and rules. As a result, children listen carefully and follow the childminder's instructions. For example, they enthusiastically help to tidy away the toys and resources before moving on to the next activity.

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

- The childminder provides children with rich opportunities to learn about their own culture and those of others. For example, she gathers key words from parents and provides books in children's home languages. This helps children to feel valued, as well as increasing their awareness of the different languages spoken in the diverse world they live in.
- The childminder provides a child-focused environment. She tracks children's learning closely and identifies next steps for children to work towards, which enhances their progress. Children engage in meaningful learning opportunities. That said, the childminder does not always consider the impact that the environment can have on children's engagement and concentration skills. At times, children become a little distracted and lose focus. This interrupts their learning.
- The childminder introduces new words as children play to help develop their communication and language skills. For example, she introduces words such as 'squelching' as children squeeze the paint from the bottles. Children also enjoy practising more challenging words, such as 'deciduous' as they venture on woodland walks. However, the childminder does not always allow enough time for children to respond to her questions. This does not consistently support children to express their own thoughts and ideas.

- The children enjoy craft activities with the childminder, which support their creativity. They carefully dip vegetables in paint and print them onto paper to make 'trees'. This also helps to develop children's hand-eye coordination and fine motor skills as they carefully hold the broccoli stalk and make patterns. Children benefit from lots of opportunities to develop their small-muscle skills in preparation for early writing.
- The childminder understands the importance of promoting children's good health. She provides children with healthy snacks, meals and fresh drinking water. In addition, the childminder takes children on regular outings to the local park and soft-play centres. This enables children to access more physically challenging equipment to help develop their large muscles.
- Children develop their independence and self-care skills well. They learn to dress themselves, wash their hands and use the toilet independently. The childminder encourages them to persevere at tasks and gives praise. As a result, children show their determination to master these tasks for themselves. This gives children a good sense of achievement as they achieve their goals.
- The childminder has good partnerships with parents. Parents speak highly of her gentle and nurturing nature. The childminder has regular discussions with the parents to update them on their children's progress. The childminder and parents also work together to support children through big milestones, such as toilet training. This ensures that there is a consistent approach to children's learning.
- The childminder has a positive approach to her own professional development. She completes training to enhance her skills and the curriculum delivery. The childminder is dedicated to providing good-quality care and learning for children. She is highly reflective of her own practice and strives to continually improve her skills to the highest level.

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:

- organise the indoor environment to support children's engagement and concentration skills further
- ensure that children have sufficient time to process and respond to questions to help them develop their thinking skills even further.

Setting details

Unique reference number	EY430982
Local authority	Warrington
Inspection number	10355462
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	0 to 9
Total number of places	6
Number of children on roll	11
Date of previous inspection	29 November 2018

Information about this early years setting

The childminder registered in 2011 and lives in Warrington, Cheshire. She operates from 7.30am to 5.30pm, Monday to Thursday, term time only. The childminder offers government funded childcare places for children aged between nine months and five years.

Information about this inspection

Inspector

Nicky Martin

Inspection activities

- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their curriculum.
- The inspector observed the interactions between the childminder and children.
- The inspector held discussions with the childminder at appropriate times during the inspection.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- The childminder and the inspector carried out a joint observation.

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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