

Childminder report

Inspection date: 10 October 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 welcomed in the childminder's safe, clean and well-resourced home. They demonstrate a good understanding of the childminder's routines and are familiar with the expectations in this home-from-home environment. For instance, children independently tidy away their toys before moving on to the next activity. This shows that children have respect and understand the simple rules and routines of the setting.

The childminder knows the children incredibly well. She enhances the well-designed curriculum by personalising learning experiences to match children's needs and interests. This includes regular visits to local playgroups, play centres and the library. Children's awe and wonder are ignited during woodland walks. They excitedly ask to play outdoors. They explore the childminder's garden where they discover wheeled toys and have opportunities to solve problems, using the wealth of equipment available. Children's physical and emotional health is supported in the enticing and secure environment.

Children lead their own play and learn from each other. For example, younger children learn from older children as they engage in conversation about what they have created out of play dough. The childminder skilfully supports these interactions and talks to children about what they are doing. As a result, children learn new vocabulary and share positive interactions.

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

- The childminder supports children's communication and language skills well. She models language clearly and seamlessly weaves the correct pronunciation of words and phrases into children's conversation. Children practise saying new words in context and delight in the childminder's praise for their attempts. Children feel their contributions are valued and develop confidence in their developing communication skills.
- The childminder creates a positive and happy environment by using different styles of communicating. For example, she sings to the children to get their attention and uses different tones when speaking. Nursery rhymes and singing opportunities are an integral part of the children's day. As a result, children are able to recite favourite songs and rhymes.
- The childminder structures her curriculum around the different seasons and her knowledge of what children need to learn next. Children explore the autumn 'treasure' from a woodland walk, naming the different objects and colours they see. Picture cues and real-life objects support children's learning. This helps to extend children's wider understanding of the world.
- Children's independence is promoted well. They navigate their way to the

bathroom, supervised by the childminder. Older children confidently ask to go to the toilet, and others know they need to wash their hands ready for lunchtime. Children manage their own hygiene well and are becoming independent.

- Children respond positively to music, singing and dancing. They embrace singing time with enthusiasm and glee. Children know the rules for the 'song bag'. They sit and wait patiently for their turn to select an object associated with a song. This focuses children's attention as they master simple turn taking and highlights their positive behaviour and conduct.
- The childminder regularly uses developmental trackers to assess children's progress. This helps her to target children's learning precisely to support their next steps. The childminder carefully identifies any emerging gaps in children's progress and swiftly implements plans to help ensure that children receive the support they need. All children make good progress.
- Overall, partnerships with parents are well established. Parents comment positively on the childminder's daily communication and approachability. However, written summaries of the progress checks for children aged between two and three years are not shared. Although this is a breach of requirements, the childminder verbally shares information about children's progress and their next steps with parents. Therefore, children's learning and development are not affected.
- The childminder prioritises her professional development. She targets training that helps her refine her knowledge and skills in support of children's individual needs. For instance, the childminder completed a course on healthy eating and encourages children to try new foods at mealtimes. The childminder is deeply committed to enhancing her knowledge and skills to meet all children's needs effectively.

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 meet the requirements of the early years foundation stage, the provider must:

	Due date
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ensure that parents receive a written summary of the progress check carried out when their child is aged between two and three years, as specified in the 'Statutory framework for the early years foundation stage'.	24/10/2024
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Setting details

Unique reference number	EY437345
Local authority	Warrington
Inspection number	10355369
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 6
Total number of places	6
Number of children on roll	6
Date of previous inspection	27 November 2018

Information about this early years setting

The childminder registered in 2011 and lives in Warrington. She operates all year round from 8am to 5.30pm, Monday to Thursday, except for bank holidays and family holidays. The childminder holds an appropriate early years qualification at level 3.

Information about this inspection

Inspector
Susie Mortin

Inspection activities

- The childminder showed the inspector the premises and discussed how she ensures that they are safe and suitable.
- The childminder spoke to the inspector about how she organises her early years setting, including the aims and rationale for her curriculum.
- The childminder spoke to the inspector about children's learning and development, with a particular focus on communication and language.
- The inspector spoke to children to find out about their time at the setting.
- 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 the children.
- The childminder and the inspector discussed how the curriculum is implemented and the impact that this has on children's learning.
- Parents shared their views of the setting with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector observed the lunchtime routine and discussed hygiene routines and independence with the childminder.

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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