

Childminder report

Inspection date:

5 June 2023

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision is outstanding

Children thrive and are incredibly happy at this delightful, welcoming provision. The experienced childminder has the highest aspirations for every child. She carefully plans exceptionally creative activities, which inspires children to be extremely confident, inquisitive learners. The childminder makes sure that children do not miss any opportunity to learn. There are exciting trips to the zoo, library and forest school. Even an everyday task, such as washing hands, becomes a fun-filled moment to explore learning, as children and the childminder joyously compose rhymes about soapy bubbles. This enables children to continually build knowledge and skills, developing a positive appetite for learning.

Children feel safe and relish the opportunities that the childminder plans and provides. For example, after a visit to the local farm shop to buy vegetables, the children practise their cutting skills when cooking their own healthy lunch. The childminder encourages the children to feed the leftover broccoli to her guinea pigs, helping children to learn how to care for living things. Children's behaviour is impeccable. They share and take turns from the earliest age.

Children develop a love of reading and benefit extremely well from weekly story time sessions led by the childminder in the community playgroup. Parents are overwhelmingly positive about the childminder. They value the vast amount of resources they receive to support home learning.

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

- Children consistently display very positive attitudes to learning and caring for each other. During independent play and group-time activities, they are extremely successful in working together on tasks. For example, while rolling tennis balls down tunnels in the garden, children of all ages demonstrate a high level of concentration. As a result of the expectations set by the childminder, they quickly share resources so that they can have an equal number of turns. When one child drops a ball under a table, children immediately stop the game until it has been recovered. Children always give their best, making learning collaborative and fun.
- The highly-qualified childminder is an extremely reflective practitioner. Through careful monitoring and evaluation, she designs the content and sequencing of the curriculum to ensure that the children in her care can build upon what they already know and can do. She has precisely detailed knowledge of each child and closely identifies children's interests when planning their next steps in learning. The childminder's strong links with her local authority, as well as the early years professional development programme, help her to ensure that she has the most up-to-date knowledge in order to support every child in the best

way possible. Her knowledge and enthusiasm for supporting children's communication and language helps children in settings beyond her own.

- Books and communication skills are cherished and nurtured in this language-rich environment. Throughout the day, children listen to multiple stories, songs and rhymes from different countries and cultures. The childminder expertly brings stories to life. For example, during a retelling of 'The Gruffalo', each child eagerly takes on the role of one of the characters from the story. They confidently repeat familiar phrases and shriek with excitement when it is their turn to act out a favourite part of the book.
- Children are confident learners and concentrate intently. They are able to stay on task for incredibly long periods of time. The childminder encourages all of them to practise their physical coordination and mark-making skills, indoors and outdoors, in the well-resourced garden. Children choose a variety of coloured chalks and make patterns, tally and write their names on paving stones. Using water sprays, they edit their own designs and letter formations. Children are able to lead their own learning, as the childminder's expertise has created an environment where children can freely explore and grow .
- Parent partnership is exceptional. Parents and the childminder have high ambitions for the children. They share information about children's needs and learning throughout the day on an interactive parent communication system. Parents are fully involved in children's learning. They work with the childminder to implement targeted support to, for example, swiftly address emerging gaps in speech and language. The childminder is warmly welcomed into the lives of the families and receives invitations to the children's birthday and christening parties. As a result, children have incredibly close bonds and a strong sense of belonging in her care.

Safeguarding

The arrangements for safeguarding are effective.

The childminder ensures that safeguarding is a high priority. There is a strong focus and commitment to the safety and welfare of children and their families. The childminder understands exactly what her children and families need, and she tailors her continual professional development accordingly. For example, she has undertaken specific training to further her knowledge on how to help families deal with bereavement and how to support divorced or single-parent families. Safeguarding policies and rigorous risk assessments ensure children's safety in the provision and when out on trips. Robust procedures are in place to check if any child has any allergies, and parents are routinely informed of any changes to the menu. The online parent communication app is monitored daily by the childminder to check if there are any changes to child or family circumstances, and guidelines are shared with parents about the importance of online safety. The childminder has a secure understanding of what to do if there is a concern about any child in her care.

Setting details

Unique reference number	EY467397
Local authority	Warrington
Inspection number	10288881
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 3
Total number of places	6
Number of children on roll	6
Date of previous inspection	3 November 2017

Information about this early years setting

The childminder registered in 2013 and lives in the Great Sankey area of Warrington. The childminder operates during term time, from 7.30am until 5.30pm. The childminder holds early years professional status.

Information about this inspection

Inspector

Sandra Hamilton

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 provider and has taken that into account in their evaluation of the setting.
- The inspector looked at relevant documentation, including children's learning journeys, and reviewed evidence of the childminder's continuous professional development.
- The childminder joined the inspector on a learning walk and talked about the curriculum and what they want the children to learn.
- The inspector carried out a joint observation with the childminder. The inspector observed the quality of education being provided. She assessed the impact that this was having on children's learning.
- The inspector observed and spoke with children. The inspector took account of parents' views.
- The inspector observed the provision and discussed the safety and suitability of the premises.

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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