

Childminder report

Inspection date: 3 February 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children feel relaxed and happy at the childminder's home. The childminder brings a great sense of fun to the activities she provides. She joins in with children's play and talks to children intently about their lives and interests. Children engage well. They giggle as they listen to the childminder. She makes characterful voices as she sings and reads to them. The childminder is a positive role model to help children to become enthusiastic learners.

The environment is orderly, clean and stimulating. Children eagerly join in activities and games and confidently seek out their favourite resources. The childminder makes props and puppets to help with children's developing understanding of language. For example, children use puppets to represent a spider and rain cloud when they sing songs together. Children show that they feel safe as they ask for cuddles and rest their heads on the childminder's shoulder. The childminder and the children have strong bonds. She takes the time to get to know children well and considers their skills and interests in her activity plans.

Children develop kind and caring relationships with each other. When a friend arrives, children shout in delight when they hear the doorbell. They all go to the door and use their new communication skills to say 'good morning' and ask 'how are you?' They are beginning to consider the needs of others. For example, a child offers a blanket for another child who is resting on the sofa.

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

- The childminder's curriculum provides children with experiences across all areas of learning. She considers the knowledge and needs of the children in her care when teaching. She develops different strategies to help children's developing understanding. For example, she has introduced picture prompt cards to help children to understand instructions and the routines of the day. However, she does not use these frequently enough to develop and reinforce children's knowledge and understanding.
- Children develop good self-esteem. The childminder gives children an abundance of praise when they have done things well and followed her instructions. They each have a weekly star chart to celebrate their achievements. Children smile with pride when the childminder takes a photo of them with their star. The childminder sends photos to parents throughout the day so they can share in their children's achievements.
- The childminder observes and assesses what children know and can do and shares this information regularly with parents. As required, she provides parents with a written summary of their child's progress when they are aged two. However, she does not provide sufficient detail on areas where children may

require extra support. Nor does she encourage parents consistently to share details of the progress check with other professionals.

- Parents spoken with at the inspection say they are happy. The childminder seeks feedback from parents to inform her practice. She uses questionnaires and asks parents how she can further improve what she provides. Parents appreciate the regular messages that the childminder sends them about their children's day. They say that the childminder 'does everything possible to help' and is 'very supportive'.
- Children's independence skills are developing well. They store their belongings in their named storage box with confidence. They swap their shoes for wellington boots before going into the garden. The childminder provides a step so that children can reach the tap and wash their hands themselves. The childminder reinforces to children the importance of tidying away toys so 'we don't trip over'.
- The childminder provides good opportunities for children to develop their mathematical knowledge through play. Children count confidently as they scoop up pasta to fill a container. They recognise numerals on rocks in the garden. The childminder accurately assesses when children are ready for more challenge. For example, she provides opportunities for some children to learn simple addition skills.
- Trips into the local community take place most weeks. Recently, children visited a local science museum. The childminder uses outings to help ignite children's curiosity and to develop their confidence in new experiences and their knowledge of the wider world.

Safeguarding

The arrangements for safeguarding are effective.

The childminder's knowledge about what to do if she is concerned about a child's welfare is secure. She knows to follow local safeguarding procedures and share concerns swiftly. She updates her knowledge of safeguarding through training and being a member of a childminder's support network. She understands potential signs and symptoms of abuse and factors that could impact children's well-being. For example, she is aware of indicators that may suggest that children are being exposed to extreme views. The childminder makes good use of a video doorbell to check who is at the front door before opening it. She carries out safety checks in her garden prior to the children using it.

What does the setting need to do to improve?

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

- ensure strategies in place to develop children's communication and understanding skills are used consistently
- refine the detail and timing of the information recorded on the progress check at

age two, to help to inform parents and other professionals about children's development.

Setting details

Unique reference number	2511696
Local authority	Halton
Inspection number	10207802
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	2 to 3
Total number of places	5
Number of children on roll	3
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019 and lives in Widnes. She operates all year round from 7.45am to 6pm, Monday to Thursday, except bank holidays and family holidays. The childminder holds an appropriate qualification at level 3.

Information about this inspection

Inspector
Dee White

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 this into account in her evaluation of the setting.
- The inspector and the childminder discussed how the environment and curriculum are organised.
- The inspector reviewed a sample of relevant documentation, including the childminder's paediatric first-aid certificate and children's progress checks completed at age two.
- The inspector checked the evidence of the suitability of the childminder and household members.
- The inspector observed the children at play during daily routine activities and tracked their experiences and learning.
- The inspector evaluated activities with the childminder and discussed the quality of education and learning opportunities she provides.
- The inspector took account of the views of parents spoken with at the inspection and those expressed in writing.

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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