

Childminder report

Inspection date: 6 October 2021

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 are happy and settled with this nurturing childminder, and they develop loving relationships with her. The childminder speaks to children calmly and reassuringly. She plans exciting activities that ignite children's curiosity. For example, children are enthralled to investigate the different sizes and weights of the moon rocks. The childminder promotes children's mathematical development well. Children are encouraged to recognise shapes as they build with the blocks. The childminder introduces mathematical words to older children, such as 'smallest' and 'biggest'. Children order the moon rocks in the correct size order. They are encouraged to recognise numbers that are displayed in the childminder's home.

The childminder has adapted her provision in response to the COVID-19 (coronavirus) pandemic. Parents are currently not permitted inside the childminder's home. This helps to limit the amount of close contact children have with people and helps to keep them safe. Children leave their parents confidently at the door. They wash their hands as soon as they arrive at the setting. Children are so settled with the childminder that they have not been affected by this change in procedure.

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

- Children learn about similarities and differences between themselves and others. For example, they learn about the dynamics of families different to their own. Children learn about different festivals throughout the year. For example, they recently celebrated the European Day of Languages and learned the names of European countries.
- The childminder has forged positive relationships with parents. They are pleased with the service provided. The childminder uses questionnaires to gain parental views about her setting and she values what they say. She keeps parents informed of the care their children receive and the progress they are making. However, the childminder has not established effective partnerships with other settings that children attend. She does not share detailed information about children's development to enable children to make the best possible progress.
- Promoting children's health and safety is a clear priority. The childminder teaches children about road safety and how to keep safe when they are walking back from school.
- The childminder allows children endless opportunities to support their growing independence. Older children help to set the table for teatime. They manage their own toileting needs and hang their own coats up when they arrive at the childminder's house. Babies feed themselves with forks and spoons and they access the toys independently.
- Children's physical development is promoted well. They develop their small-

muscle skills as they peel oranges by themselves. They practise their large-muscle skills as they take turns to throw the moon rocks into a large pan.

- The childminder provides healthy and nutritious food for children. Children enjoy their social mealtimes. The childminder helps children to understand about the benefits that eating healthy food can have on their bodies and why developing healthy lifestyles is important for their health.
- The childminder teaches children the names of the planets in our solar system. She uses models of the solar system to encourage older children to work out which planet is the closest to the sun. This helps children to learn about the world around them. Although the childminder develops children's communication and language skills generally well, she does not consistently teach younger children new words to expand on their vocabulary.
- Children's behaviour is good. The childminder gives clear instructions and children understand what is expected from them. Children receive lots of praise and encouragement from the childminder, which helps to develop their confidence and boosts their self-esteem.
- The childminder is passionate and dedicated about her role. She completes regular training to help keep her skills and knowledge up to date. The childminder reflects on her provision and looks for ways to improve her practice even further.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is aware of her role and responsibility to safeguard children. She has a good knowledge of the signs and symptoms that indicate a child may be at risk of harm. The childminder knows the actions to take should she become concerned about children's welfare. She attends regular safeguarding training and stays up to date with legislation. The childminder has a good understanding of wider safeguarding issues. For example, she is aware of how she might recognise that children are being exposed to extreme views. The childminder ensures that her home is safe and secure. She teaches children about road safety when collecting the older children from school. Children are supervised well in all areas of the premises.

What does the setting need to do to improve?

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

- build on the ways to teach toddlers to learn new words and understand their meaning
- strengthen partnerships with other settings that children attend and share detailed information about their development.

Setting details

Unique reference number	2515964
Local authority	Halton
Inspection number	10207915
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 10
Total number of places	5
Number of children on roll	10
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019 and lives in Runcorn, Cheshire. She operates all year round from 7.30am to 6pm, Monday to Friday.

Information about this inspection

Inspector

Olivia Barnes

Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in her evaluation of the setting.
- Relevant documentation was sampled by the inspector, including evidence of the childminder's training.
- The childminder and the inspector had a tour of the premises and completed a learning walk to ascertain the childminder's intent and rationale for the early years curriculum.
- The inspector observed the interactions between the childminder and children during the inspection and evaluated the impact on children's learning.
- The inspector held discussions with the childminder and children at appropriate times during the inspection.

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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