

Childminder report

Inspection date: 13 December 2022

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	Not applicable
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What is it like to attend this early years setting?

The provision is good

Children are comfortable, happy and demonstrate they feel at home and safe. They are confident to share their thoughts, feelings and seek reassurance from the nurturing childminder, when needed. Children benefit from a well-planned curriculum. They enjoy interesting and exciting activities that reflect their individual interests and what they need to learn next. Children have strong bonds with the childminder, who expertly tunes into their individual needs. For example, she sensitively helps younger children to settle for a story and is responsive to older children's changing interests. Children learn how to play carefully with intricate objects, developing their hand muscles and concentration skills. Additionally, they enjoy using these various objects to make holes and patterns in dough. This helps develop their early mark-making and writing abilities.

Children develop good levels of self-esteem as they enthusiastically explore the wide range of resources and learning opportunities that are on offer. For example, children concentrate intensely as they mix coloured paints in ice and water with large pipettes in the garden. The childminder has high expectations of children's behaviour. For example, she encourages children to have good manners, to be kind and share toys. Children are learning to manage their own feelings and emotions.

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

- The childminder is a dedicated and passionate practitioner. She carefully evaluates the service that she provides and ensures that each and every activity has clear learning intentions. Furthermore, the childminder attends regular training sessions, including webinars, which help to support her professional development. She regularly evaluates her provision and practice. For instance, she has plans to create more opportunities for children to learn and develop a greater understanding of the world outdoors, using their senses.
- The childminder's support for communication and language is a strength. She provides a calm environment for children to learn and develop in. She speaks to children appropriately, asking questions and introducing new words as they play. Children work hard to use their words, so others understand them. This helps to build children's confidence in their speech.
- Children develop well physically. Younger children roll balls across different surfaces and crawl to catch them. The environment enables the youngest of children to develop good core strength. For example, toddlers kick and crouch as they play football. The childminder takes children out for walks within the local woods, accessing the outside in all weathers. This gives children opportunities for physical exercise in the fresh air.
- The childminder ensures children have opportunities to experience the local community. She arranges regular walks in the local parks and woodland, where

children can become immersed in nature. They attend groups locally, where children meet other children of a similar age. This helps children to develop their social skills and self-confidence in larger groups.

- The childminder knows the children extremely well and uses assessment effectively to monitor their progress. She uses this information to plan what support she will offer the children next in their learning. However, when children attend other early years provision, this information is not routinely shared. This limits more targeted learning taking place and prevents the childminder from having a thorough overview of the child's development as a whole.
- The childminder encourages children to develop good independence skills during daily tasks, such as putting on boots, tidying away toys and helping one another. Children have high self-esteem and are proud of their own achievements.
- Partnerships with parents are strong. Parents share excellent feedback and praise for the childminder. The childminder works in partnership with parents to find out about children's care routines, likes and interests. Children's emotional well-being is given the utmost priority. The childminder works collaboratively with parents to support their children's development and learning, both at the setting and at home.
- Children behave well. The childminder successfully helps and teaches children to be kind and how to help others. Older children show their understanding of younger children, who have not yet developed self-regulating skills, and offer their support. Children learn to manage their feelings and emotions gradually.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her responsibilities to protect children from harm. She knows the signs and symptoms that may indicate abuse and completes regular child protection training. The childminder has a secure knowledge of procedures she must follow if she has a concern about a child's welfare and knows when to escalate concerns. She carries out daily risk assessments to ensure that any potential hazards or risks are minimised or removed. This ensures that children are able to play in a safe and secure environment.

What does the setting need to do to improve?

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

- enhance ongoing communication with other settings that children attend to ensure consistency in children's learning.

Setting details

Unique reference number	2590763
Local authority	Halton
Inspection number	10251228
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 8
Total number of places	6
Number of children on roll	8
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2020 and lives in Runcorn, Cheshire. She operates all year round from 7.30.am to 6pm, Monday to Thursday, except for bank holidays and family holidays. The childminder holds qualified teacher status.

Information about this inspection

Inspector

Suzy Marsh

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 that into account in their evaluation of the setting.
- The inspector took account of the written views from parents.
- The childminder and the inspector observed an activity and discussed the impact of this on children's learning.
- The inspector reviewed the areas of the childminder's home that children use, to ensure that they are safe and suitable.
- The inspector held discussions with the childminder and children throughout the inspection.
- The childminder provided the inspector with a sample of key documents, including training records, her first-aid certificate and relevant policies and procedures.

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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