

Childminder report

Inspection date: 19 April 2024

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

The childminder provides an exciting and interesting outdoor-based provision that ignites children's interest and curiosity. As a result, children are quickly engrossed in their play and learning. This helps children to develop good attitudes to learning. Children show that they feel safe in their surroundings and develop an awareness of their own safety. For example, they know and understand why they need to wear their high-visibility jackets on outings. Furthermore, children know what they need to do to stay safe.

Children behave well and have beautiful manners. For example, they say 'thank you' to the bus drivers and give them a 'thumbs up' as they get off the buses. The childminder offers children gentle reminders about conduct, alongside a wealth of praise. She supports children to understand their own and others' feelings. The childminder respects children's wishes and feelings. For example, she asks children if they would like to have their nappy changed, which gives them a voice.

Children actively encourage their friends to try new things, such as making the swing twist around. They punch the air in delight when they succeed, saying, 'You did it!' This mutual respect successfully builds children's confidence in their own abilities. The childminder encourages children to be independent. For example, they competently cut up the vegetables for their pretend soup. The childminder helps children to develop their self-care skills. For example, she teaches young children how to use the composting toilet. This enables children to see to their own toileting needs.

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

- The childminder plans a broad curriculum that meets children's learning needs. However, on some occasions, she is not clear on what she wants children to learn next. For example, when playing in the mud kitchen, the childminder is unclear about the next steps in children's learning. This does not fully support individual children's learning needs.
- The childminder is a skilled communicator. She uses every opportunity to introduce new words to children. For example, as children explore the spider's web, the childminder introduces words such as 'fragile' and 'transparent'. This helps to extend their vocabulary.
- Children develop a love of reading. They sit comfortably in the rocking chair, quietly reading a favourite story. Children use books to identify the birds and insects that come into the garden. This has a positive impact on children's early literacy.
- Mathematics is firmly embedded into daily routines and activities. Children count confidently. They also use positional language, such as 'top', 'middle' and

'bottom' as they move the cars up the lift in the garage. Overall, children develop an awareness of number and early mathematical concepts.

- Children are confident to explore and use large apparatus, such as swings. They use an extensive range of tools with increasing control. For example, children use a range of kitchen utensils to peel vegetables. Consequently, children develop the coordination and muscles they need for more complex tasks.
- The childminder helps children to care for their environment. Children talk animatedly about the wildlife that comes into the garden, such as the different types of birds and squirrels. Children learn about recycling as they use sinks to plant their vegetables in. As a result, children develop an awareness of sustainability and caring for the world around them.
- Children learn about good hygiene through well-established daily routines. They understand the importance of washing their hands before meals. They said, 'We need to get the germs off, so we do not get poorly.' Children talk about the benefits of drinking plenty of water. This helps them to stay fit and well.
- The childminder asks pertinent questions to aid children's thinking and problem-solving skills. However, on occasion, some younger children become a little confused and are not able to engage in group discussions. This does not help children to put forward their ideas and suggestions.
- Partnerships with parents are positive. Stay-and-play sessions enable parents to gain a greater understanding of what and how their children are learning. This gives parents ideas of how they can support their children's learning at home. For example, parents now provide nature-based activities for their children to do at home.
- Following a recent incident where the childminder had more children than the requirements allowed, she has taken swift action to rectify this. This helps to ensure children's safety.

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

- strengthen the curriculum to help consistently identify the next steps in children's learning
- help children to share their ideas during group activities and discussions.

Setting details

Unique reference number	2691533
Local authority	Halton
Inspection number	10334251
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 4
Total number of places	4
Number of children on roll	9
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2022 and lives in Runcorn. She operates Monday to Friday, term time only. Sessions are from 9.30am to 3.30pm. The childminder provides funded education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Chris Scully

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 childminder.
- We carried out this inspection as a result of a risk assessment, following information we received about the provider.
- The childminder and inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- Children spoke to and/or communicated with the inspector during the visit.
- The inspector observed the quality of education provided and assessed the impact this was having on children's learning.
- The inspector conducted a joint evaluation with the childminder.
- Parents shared their views of the care and education provided with the inspector.
- The childminder provided the inspector with a sample of key documents on request.
- The inspector accompanied the childminder and children on a bus trip.

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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