

Childminder report

Inspection date: 16 April 2025

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's home-from-home, nurturing approach helps children to feel happy, safe and settled in her care. The childminder gathers extensive information about each child when they first start to attend the setting. This is used effectively to personalise each child's care and learning from the outset. The childminder forms good relationships with children. She helps them build new friendships, for example, with a wider circle of people during trips and outings. Children show a positive attitude and readily participate in various activities.

The childminder places children and their families at the heart of everything she does. She recognises when some children need a little reassurance and offers an abundance of praise and cuddles. The childminder gently supports children to understand her expectations for their behaviour. She skilfully supports children to recognise and manage their feelings. Children are very well behaved and form close friendships.

The childminder has a good understanding of how young children learn and develop. She uses her knowledge of child development to provide an ambitious and carefully sequenced curriculum. The childminder knows the interests of each child. For example, she knows that some children like to look at books while others are interested in different animals. The childminder uses children's interests to motivate and enthuse them in their learning.

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

- The childminder observes and accurately assesses the progress that children make. This enables her to identify any emerging gaps in children's learning and development. The childminder develops close links with a range of outside agencies. This means that she knows who to refer to in order that each child receive the support they may need to make continued good progress.
- The childminder carefully sequences children's learning. She understands the skills that children must acquire in order to move on further. For example, the childminder provides plentiful opportunities for children to pull themselves up and balance before they attempt to take their first steps. Overall, the childminder knows how best to build upon what children already know and can do.
- The childminder prioritises the development of children's communication and language skills. For example, she narrates children's play, which helps to give meaning to what they are doing. Furthermore, the childminder encourages children to join in conversations. She uses these opportunities to introduce new words to help extend children's vocabulary. However, the childminder does not always reduce the potential impact of the use of dummies, other than when

comfort is required, on children's emerging communication skills.

- The childminder provides a wide range of exciting opportunities that children may otherwise not experience. For example, when playing with toy animals the childminder encourages children to recall a recent trip to the farm. Children find this exciting. They remember the different animals that they saw during this enriching experience. Children are supported to apply their previous learning in new situations.
- Children's independence is encouraged from a very early age. For example, children know where to find their individual water bottle, should they need a drink as they play. Furthermore, children confidently make decisions about which toys they would like to play with and solve problems as they play. Children develop a 'can-do' attitude to their learning. This helps to prepare them well for the future.
- Parents speak incredibly highly of the childminder. They value the daily communication about their child's progress and experiences. The childminder makes suggestions and provides ideas of things that parents may like to try at home to help extend their child's learning. This helps to promote a consistent approach to children's learning and development.
- The dedicated and enthusiastic childminder prioritises her own professional development. She carefully targets additional training to help to ensure that her knowledge and skills remain up to date. For example, training in the support of special educational needs and/or disabilities has helped strengthen the childminder's understanding of children's different and unique needs.

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:

- consistently implement strategies to help develop young children's communication and language skills effectively.

Setting details

Unique reference number	2696963
Local authority	St Helens
Inspection number	10372568
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	0 to 2
Total number of places	6
Number of children on roll	3
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2022 and lives in St. Helen's. She operates Monday to Friday, from 8am until 5pm, all year round.

Information about this inspection

Inspector

Denise Farrington

Inspection activities

- The childminder and the inspector discussed how the childminder organises their early years provision, including their aims and rationale for their curriculum.
- Children communicated with the inspector during the inspection.
- The childminder spoke with the inspector about children's learning and development with a particular focus on communication, language and social development.
- The inspector observed the quality of education being provided, and assessed the impact that this was having on children's learning.
- Parents shared their views of the setting with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.

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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