

Childminder report

Inspection date: 15 August 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

Children are happy, settled and secure. They enjoy spending time with the childminder who encourages children to make independent choices about what they would like to do. Relationships with the childminder are warm and caring. Children show they feel safe as they spontaneously come to her for cuddles or invite her into their play.

Children demonstrate their confidence and skilful communication skills for their young ages as they share toys and talk about what they have been doing. The childminder adapts her approach and incorporates the other languages children speak to further enhance the strong support for their communication and language.

The childminder provides children with extensive opportunities to learn about the world around them. They visit local places of interest, such as museums, libraries, art galleries, parks and community events. These experiences help broaden children's awareness of similarities and differences with others. Children participate in activities with other children where they enhance their confidence in social situations as they play in larger groups.

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

- The childminder has a clear vision for the curriculum at her setting. She ensures that this is tailored to the needs of the children in her care by her detailed observations and assessments. As a result, she provides children with a meaningful education to support their communication and language development. She models speech well and uses lots of books and songs to introduce new vocabulary. She provides children with the time to talk and express their thoughts in their play. As a result, children are confident communicators and making strong progress from their starting points.
- The childminder helps children learn to understand their emotions and find positive ways to express themselves. She explains to children how their actions may make others feel and provides consistent boundaries and expectations. Children learn what is expected of them and how to be considerate of their friends. As a result, squabbles are rare, and children show true care for their friends, for example, by allowing them to go first on the slide or finding them another of the same toy, so they can play with the same things together.
- The childminder provides activities that entice children and sustain their interests. When the childminder reads favourite books, children start to join in by recalling the next words or sentence, demonstrating what they have remembered. They concentrate for extended periods on colouring activities of the same theme to the book, showing increasingly well-coordinated control and accuracy. This help develop the small muscles in their hands, preparing them for

later writing.

- While the childminder has, since registration, reflected on aspects of her practice, she has not yet fully evaluated her setting with feedback from the families she serves. This has meant that she does not yet have a complete picture of what more she could do to best interest and challenge the children in her care.
- Children are taught about the importance of healthy eating and good hygiene practice. The childminder works closely with parents to ensure that packed lunches contain a variety of healthy meals and snacks. Children are reminded to wash their hands before eating. Children do their best to do so independently from a very young age. The childminder gives children consistent messages about the importance of healthy eating and practising good hand hygiene, which helps ensure their good health.
- The childminder ensures that she maintains her curiosity and ambition to provide high-quality care and education. For example, she attends safeguarding training to keep her knowledge up to date. Additionally, she reads and researches current topics in early years, particularly where they relate to the emerging needs of the children in her care. As a result she is well prepared, knowledgeable and carefully considers what children need, how she will deliver this and the impact on children's learning. Meaning all children progress well from their starting points.

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 self-evaluation and include parental feedback of the setting to better tailor the curriculum to children's needs and interests.

Setting details

Unique reference number	2744205
Local authority	St Helens
Inspection number	10361409
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 6
Total number of places	6
Number of children on roll	7
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2023 and lives in Newton-Le-Willows, St Helens. She operates all year round, from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Richard Sutcliffe

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The childminder showed the inspector the premises and discussed how she ensures that they are safe and suitable.
- The childminder and the inspector discussed how the curriculum has been implemented and the impact that this has had on children's learning.
- Children communicated with the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector carried out a joint observation of an activity with the childminder.
- 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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