

Childminder report

Inspection date: 23 September 2024

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	Good
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What is it like to attend this early years setting?

The provision is good

The childminder cares deeply about the children and families she supports. She provides a welcoming and nurturing environment with a wide range of toys and resources. The childminder gathers information from parents when their child first starts to attend. She knows each child's interests and uses this information to provide activities that children are eager to become involved in. This helps children to settle quickly and develop a strong sense of belonging.

The childminder knows children very well. She develops a broad and balanced curriculum. The childminder understands how to sequence children's learning in order to support good progress from their individual starting points. She places high priority on developing children's personal, social and emotional skills. The childminder encourages children to make choices about what they would like to do and supports them to do things for themselves. For example, young children recognise when they need their nappy changing. They carefully select a nappy from their own basket and hand it to the childminder. Children confidently lead their own learning and make their needs known. They demonstrate positive attitudes and develop a 'can-do' approach to learning. This successfully helps to prepare them for their future learning and eventual move to school.

The childminder has high expectations for all children. She is an effective role model. The childminder encourages good behaviour. She talks to children about sharing and being kind. The childminder models respectful interactions and encourages good manners. This helps to develop children's understanding of good behaviour.

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

- The childminder recognises the importance of developing children's communication and language skills. She talks to children about what they are doing as they play. Overall, the childminder uses conversations to introduce new vocabulary to children. That said, there are occasions when the childminder does not consistently pronounce familiar words accurately. For example, she uses words such as 'duckie' rather than duck, when speaking with children. On these occasions, children's understanding of language is less effectively supported.
- Children develop a love of books and stories. The childminder provides a wide range of familiar stories and introduces new and exciting books to children. Children enjoy snuggling up to the childminder. They point and look at the pictures as they share a story. The childminder asks questions to enhance children's engagement and to check what they remember. However, occasionally, the childminder asks questions in quick succession and does not always give children time to think and respond before giving them an answer. At these times,

children's current knowledge and understanding is not built upon as effectively.

- Children learn about healthy lifestyles. They have access to a wide range of healthy meals and snacks and become confident to try new foods. The childminder introduces good hygiene routines throughout the day. Children are encouraged to wash their hands after play and before eating. Children have regular opportunities to play in the childminder's garden. Children's good health and well-being are a priority for the childminder.
- The childminder plans and provides a wide range of enrichment experiences. Children enjoy opportunities that they may not otherwise have a chance to experience. For example, they visit a wide range of interesting places, such as the farm, the museum and the local library. Opportunities such as these, help children to develop an understanding of the community in which they live.
- The childminder demonstrates a very good awareness of how to support children with special educational needs and/or disabilities. She understands the need to ensure that any strategies used are specific to the individual needs of the child. The childminder is determined in her approach to ensuring that all children receive the support they need. She knows how to identify any concerns about children's development and seeks professional support, if required.
- Parents value the support the childminder provides. The childminder shares daily updates with parents about their child's care and development. Parents welcome the advice and suggestions that help them to contribute to their child's learning and development at home. This helps to ensure a consistent approach to children's experiences, both at home and while attending the childminder's setting.

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 give children time to think and respond when asking questions in order to build even more precisely on their current understanding
- support children to hear the correct pronunciation of words in order to enhance their communication and language skills further.

Setting details

Unique reference number	303357
Local authority	Halton
Inspection number	10351052
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 7
Total number of places	6
Number of children on roll	5
Date of previous inspection	2 October 2018

Information about this early years setting

The childminder registered in 1998 and lives in Runcorn, Cheshire. She operates all year round, from 7.30am to 5.30pm Monday to Thursday, with the exception of family holidays and bank holidays.

Information about this inspection

Inspector

Denise Farrington

Inspection activities

- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- The childminder spoke to the inspector about children's learning and development.
- The inspector observed the quality of education being provided and assessed the impact this was having on children's learning.
- The inspector observed interactions between the childminder and children.
- The views of parents were considered during the inspection.
- 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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