

Childminder report

Inspection date: 21 March 2023

Overall effectiveness	Good
------------------------------	-------------

The quality of education	Good
--------------------------	-------------

Behaviour and attitudes	Good
-------------------------	-------------

Personal development	Good
----------------------	-------------

Leadership and management	Good
---------------------------	-------------

Overall effectiveness at previous inspection	Good
--	------

What is it like to attend this early years setting?

The provision is good

Children are happy in the childminder's homely environment. They are settled and have formed strong emotional attachments to the childminder. They seek her out for reassurance and cuddles when necessary. This demonstrates that children feel safe and secure here. The childminder is a good role model and has high expectations for behaviour. Children are learning to share and take turns with their friends. They behave well and are beginning to understand what is expected of them. Children know that they need to tidy away their toys before accessing a new activity.

Communication and language development is a strength at the setting. Children hear a wide range of vocabulary through narration, songs and rhymes. They remember the names of dinosaurs, such as 'pterodactyl' and pronounce them correctly. Children hold back-and-forth conversations about dinosaurs and their different features. They are keen and motivated to chat about the topics they are interested in. Children make choices about the different songs they want to sing. They join in with familiar words and repeated refrains. Children are becoming confident communicators and are well prepared for school.

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

- The childminder gets to know children well. She plans a curriculum that is based on children's interests and next steps. The childminder considers what children already know and plans activities to extend their skills and knowledge further. She introduces unique experiences, such as taking part in the 'big bird watch' and the 'big seed sow'. This helps children to make good progress in their learning and development.
- The childminder has a good understanding of the different ways that children learn. She adapts her teaching to support children's individual stages of development. For instance, children learn to name and describe a variety of different shapes, colours and textures based on what they already remember. However, on some occasions, younger children are not encouraged to fully take part in group-time activities. Consequently, this hinders their engagement levels.
- Children enjoy completing a range of jigsaw puzzles. They carefully negotiate the different shapes and learn about 'straight edges' and 'corners'. Children demonstrate resilience and patience when working out where the pieces fit. When at first, they are unsuccessful, children persistently reposition the jigsaw pieces until they succeed. This helps children to develop their problem-solving skills and boosts their self-confidence.
- The childminder helps children to learn about what constitutes a healthy lifestyle. She provides a variety of healthy meals and snacks. Children have independent access to drinking water. They access the outdoors each day to

develop their large-muscle skills when walking, climbing and using the bicycles and scooters. However, although the childminder encourages children to wipe their noses independently, she does not support them to wash their hands afterwards. This compromises children's overall good health.

- Children learn about similarities and differences between themselves and others in ways that are appropriate to their young age. The childminder celebrates different festivals. She explores a variety of books that teach children about different family dynamics and job roles. The childminder is laying the early foundations for learning about what it is like to live in modern Britain.
- Children have lots of outings into the local community. They develop their literacy development and build on their good listening skills at their weekly visit to the library. Children walk to local toddler groups and learn about road safety on their way. They have many opportunities to mix with new children. This helps to develop children's social skills and broaden their knowledge of the community in which they live.
- The childminder accesses a broad range of professional development opportunities. She seeks out training from the local authority along with independent training providers. The childminder targets her training to support the needs of the children she is caring for. This helps to ensure that children are receiving a consistently good quality of education.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her role in keeping children safe from harm. She knows the signs and symptoms of abuse and how to refer her concerns to the relevant professionals. The childminder is alert to the indicators that a child or family may be at risk of being drawn into extreme behaviours. She is a part of the local authority initiative that keeps her informed of any incidents relating to children that happen in their home life. The childminder completes checks of her environment and minimises any potential hazards. This helps to keep children safe.

What does the setting need to do to improve?

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

- encourage younger children to engage further in group activities
- support children to wash their hands after wiping their own noses and teach them why this is important.

Setting details

Unique reference number	315368
Local authority	St Helens
Inspection number	10276381
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	7
Date of previous inspection	13 July 2017

Information about this early years setting

The childminder registered in 1992 and lives in Rainford, near Saint Helens, in Merseyside. She operates all year round, from 8am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for three-year-old children.

Information about this inspection

Inspector

Kayte Farrell

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 childminder gave the inspector a tour of the setting and discussed how the curriculum is planned and implemented.
- The inspector observed the quality of education indoors and outdoors and evaluated the impact on children's learning.
- Discussions were held with the childminder and children at appropriate times. Written feedback from parents was also considered.
- Leadership and management discussions were held with the childminder throughout the inspection. Documentation relating to the suitability of people living and working on the premises was checked. The inspector looked at qualification certificates and paediatric first-aid certificates.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2023