

Childminder report

Inspection date: 20 February 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 warm and caring childminder helps children to feel at ease. She knows the children well and is able to quickly respond to their needs. Children sink into the childminder's arms and enjoy her cuddles, showing that they feel safe and relaxed. The childminder places herself close by and at children's level. She offers lots of praise and reassurance. This helps children to develop their confidence and positive well-being.

The childminder knows what she wants children to learn. Her curriculum helps children to develop their awareness of the world around them. For instance, children learn about Pancake Day. The childminder allows them to taste pancakes with various fruit toppings. Children practise their coordination skills as they toss the pancakes. They develop their knowledge of shape as they learn the pancake is a circle. Children also practise mark making circles as they draw their own pancakes. This helps children to embed new learning in meaningful ways. Children make good progress.

The childminder manages children's expectations well. Children are guided by the childminder and her co-childminder to follow the routines of the day. Their behaviour is good and they transition between activities well. The childminder is intuitive to children's changing needs. When children become a little boisterous, she suggests they blow off some steam in the garden. This enables children to release energy, which helps them to re-focus on learning.

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

- The childminder is clear about what she wants children to learn. She focuses her curriculum on supporting children's communication skills and their social and emotional development. The childminder views children as an extension of her family and strives to provide a home-from-home environment. Children attend playgroup sessions, with larger groups of children. The childminder helps children to be emotionally secure while developing their social skills. This helps to prepare children for their next stage in learning.
- The childminder uses children's previous experiences and her observations to plan new learning. For example, when children notice a rainbow, the childminder uses this as a starting point to introduce colours. The childminder builds on what children already know and helps them to make new links in learning. This helps children to make good progress.
- During adult-led activities, the childminder knows what she wants to teach children. She provides resources and guidance to help children to learn to identify and match colours. Children initially join in well. However, the childminder does not always adapt her teaching to successfully re-engage

children when they lose interest. This means children sometimes lack concentration. As a result, children do not always benefit from the planned learning opportunities.

- Children's growing independence is supported. For example, they learn how to put on their coat and know to wash their hands before eating. Children also enjoy helping to tape paper on the floor for a drawing activity. In addition, children learn to manage their own self-care needs and take pride in helping to carry out small tasks.
- The childminder is reflective about her practice. For example, she acts on parent feedback to improve children's care routines. The childminder researches ideas to help her to implement her curriculum and make learning engaging for children. She completes mandatory training to ensure her safeguarding and first-aid knowledge is up to date.
- Overall, the childminder supports children's communication and language development. However, she does not provide children with a consistently language-rich environment. As a result, children have limited opportunities to hear new vocabulary, to help further enhance their communication skills.
- The childminder helps children to learn to count. For example, she counts as children move trains on the track, which entices them to copy. The childminder also encourages children to count crayons and other resources as they tidy up together. Children develop early mathematical concepts.
- Partnership working with parents is good. Parents receive up-to-date assessments of their children's progress. This means they are able to discuss and act on any areas of concern with their child's health visitor and other professionals. The childminder ensures she engages with external professionals to help children who may require extra support.

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:

- focus more sharply on the learning intent, to help children to maintain concentration in their learning
- develop knowledge of supporting children's communication and language skills, to build on their developing vocabulary and understanding.

Setting details

Unique reference number	315406
Local authority	St Helens
Inspection number	10260256
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 3
Total number of places	6
Number of children on roll	6
Date of previous inspection	27 March 2018

Information about this early years setting

The childminder registered in 2000 and lives in St Helens. The childminding provision operates all year round, from 7.30am to 5pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3.

Information about this inspection

Inspector

Dee White

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 her evaluation of the childminder.
- The childminder, her co-childminder and the inspector discussed how they organise their provision, including the aims and rationale for their curriculum.
- The inspector observed the interactions between the childminder, her co-childminder and children.
- The inspector spoke to parents during the inspection and took account of their views.
- The childminder and inspector discussed how the curriculum is implemented and the impact this has on children's learning.
- Children communicated with the inspector 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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