

Childminder report

Inspection date: 2 February 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	Requires improvement

What is it like to attend this early years setting?

The provision is good

Children are very settled and relaxed in the childminder's welcoming home. The designated play space, furnished with abundance of easily accessible resources, motivates them to explore, join in and play with a purpose. Children lie outstretched on the carpet, heavily engaged in play with their train and track. The childminder gives them the time and space they need to think hard and solve problems, such as how to connect their trains and track together. She is readily available to support if needed. Children know what other resources are available, and they can follow through some of their own ideas and thinking, ably supported by the childminder to get the items they want. Children are developing the kinds of independent behaviours and attitudes needed to support their future learning.

The childminder builds strong bonds with the children. She provides much love, care and nurture. Children approach both the childminder and her husband with ease to fix toys, read stories or ask for things they want. Helped by the childminder's sensitive modelling and consistent approaches, children use their manners impeccably. The strength of their relationships and sense of belonging in the childminder's home underpin the development of children's confidence and their unique characters. The childminder knows each child extremely well and adapts her provision to meet their individual needs. Children make good progress in their learning and development.

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

- Since the previous inspection, the childminder has taken the required action to improve. She has completed an appropriate paediatric first-aid certificate and now has an up-to-date understanding of how to respond in a medical emergency.
- The childminder assesses what each child can do and what they need to learn next. She appropriately prioritises aspects of development and plans ways to promote this. However, when children may be at risk of falling behind in aspects of their development, she does not swiftly link with other agencies. This means that the childminder does not get help to implement targeted strategies to support children to keep up.
- The childminder has established strong relationships with parents. Parents praise the 'compassionate and nurturing' childminder who helps children learn 'fairness'. The childminder and parents discuss children's experiences and development to help them meet children's needs. However, the childminder does not have a consistent procedure in place for completing children's progress check at age two. Very occasionally, parents have not been provided with a written summary of their child's development. This means they have been unable to share this with the health visitor, to help make sure children get any

extra help if needed.

- The childminder's curriculum for promoting communication and language is strong. She models words very clearly and builds vocabulary and understanding through commentary in children's play. Aided by their strong relationships, children develop good conversational skills. The childminder is less knowledgeable about how to provide precise support to help to develop children's speech sounds. This means that sometimes, children are not receiving the highly targeted interventions they may need.
- The childminder promotes children's literacy well. She makes good use of stories and trips to the library to encourage children's love of books. Children bring books for the childminder to read. They snuggle on her knee as they listen well and show a keen interest in the pictures. Children are developing many of the early skills that will help to support their later reading.
- The childminder gives high priority to promoting children's social skills. She has high expectations for behaviour and consistently encourages the use of good manners. Effective use of techniques such as distraction help to prevent the escalation of any instances unwanted behaviour. Children learn about responsibility, such as tidying away toys when they have finished with them.
- Mathematics is woven into all activities and experiences. The childminder counts with children in everyday situations. For example, they count the number of seconds they wait at the traffic lights, or the number of plates needed at lunchtime. The childminder makes good use of number songs to help children learn to count forwards, backwards or to take one away. Children know how many more current buns they need to make five for the baker's shop. They develop secure foundations in using numbers for counting and calculating.
- The childminder gives high priority to providing children with experiences which help to prepare them for the next stage in their learning. When children arrive from nursery, they take off their uniforms and get changed. They practise their good self-care skills as they use the bathroom freely and manage their own personal hygiene. Additionally, outings, for example to community groups, nature areas and zoos, help to raise children's awareness of the wider world.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is vigilant and supervises children closely. Her risk assessments are effective and help to keep children safe. For example, her designated playroom has integral toilet facilities and is adjacent to the household kitchen. This means children can move around the playroom freely and independently, while within sight and hearing of the childminder at all times. The childminder teaches children about keeping themselves safe. For example, from an early stage, she supports children to sit at the child-sized table when they are eating. This helps to minimise the risk of children choking. The childminder has attended child protection training and can identify potential indicators of abuse or neglect. She understands the procedures to follow if she has any concerns about a child's well-being. Children's safety and well-being are assured.

What does the setting need to do to improve?

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

- enhance knowledge of how to implement targeted strategies to support the development of children's speech sounds
- strengthen awareness of how to implement a consistent procedure for completing the progress check at age two, so that parents can use this to contribute to the health visitor review
- improve partnership working with other professionals for guidance and support, to help children keep up when they are at risk of falling behind.

Setting details

Unique reference number	323034
Local authority	St Helens
Inspection number	10220896
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	2 to 4
Total number of places	6
Number of children on roll	4
Date of previous inspection	11 January 2022

Information about this early years setting

The childminder registered in 1974 and lives in Eccleston, St Helens. She offers childminding on three days each week, all year round, from 8am to 5.30pm, except for bank holidays and family holidays.

Information about this inspection

Inspector

Angela Rowley

Inspection activities

- The inspector discussed any continued impact of the pandemic with the childminder and has taken that into account in their evaluation of the setting.
- The childminder showed the inspector around the premises and discussed how she ensures they are safe and suitable.
- 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. They discussed children's learning after a planned activity.
- The childminder spoke to the inspector about children's learning and development, with a particular focus on communication and language.
- The inspector observed the interactions between the childminder and children. The inspector spoke to children, to find out about their time at the setting.
- 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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