

Childminder report

Inspection date: 30 June 2021

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 develop close relationships with the childminder and are emotionally secure and happy. Children leave their parents at the door to limit the number of people entering the home during the COVID-19 (coronavirus) pandemic. They enter confidently, with one parent commenting that their child 'squeals with excitement as she is being dropped off'.

There is a warm and industrious atmosphere as children confidently explore a broad range of toys and activities. The childminder clearly knows what children enjoy and makes good use of their interests to engage them in learning. For example, she thoughtfully provides a tray of pebbles and foliage for children to play imaginatively with their favourite dinosaur toys. As they play, the childminder skilfully introduces new vocabulary, promotes conversation and encourages children to count. Encouraged and supported well by the childminder, children behave well and develop good communication and mathematical skills. Children are developing well in all areas of learning. This helps them to be ready for their next stage of education, including school.

Children enjoy good opportunities to be physically active. They move different parts of their body while following instructions, such as stretch up, arms wide, flap arms and touch your toes. Children throw bean bags into a bucket, which helps to develop their hand-to-eye coordination. The childminder takes them to local parks to run in large spaces.

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

- The childminder makes good use of her knowledge of children's interests to provide enjoyable experiences which engage them in learning. She assesses children's development regularly and knows their abilities well. The childminder builds on what children know and can do, to help them make good progress in their learning. She skilfully adapts activities as children play, to support or challenge them effectively.
- Opportunities for children to meet and communicate with others are understandably limited by the COVID-19 pandemic. Children talk about different countries as they make the national flags for teams in the European football tournament. Some activities link to calendar events, such as Chinese New Year. However, on the whole, children have few opportunities to learn about people and communities beyond their own and to recognise similarities and differences between themselves and others.
- The childminder introduces new activities, skilfully models play and shows how to use equipment, such as sand toys and magnifiers. She then allows children plenty of time to experience the activity on their own.

- Children sit closely with the childminder and listen to stories. They demonstrate a keen interest in reading. Children are very familiar with stories and recall them as they play. For example, a child repeats 'trip trap, trip trap' as he pretends to be a troll when standing on the climbing frame. Another child looks on a twig to find the hungry caterpillar from a favourite story.
- Children enjoy singing and do so spontaneously. A young child babbles a tuneful song while playing in the sand. Another child stands on top of the climbing frame tunelessly repeating 'king of castle', which is a repeated line from a familiar song.
- Children enjoy a wide range of sensory experiences. They run their fingers through substances such as gloop, flour, sand, paint and foam. The childminder encourages children to make circular movements as they play. This helps to develop their finger strength, skills and movements needed for later writing.
- The childminder plays alongside children. She helps them from a young age to resolve conflicts for themselves. For example, she helps a child find another spoon when there is a disagreement while playing in the sand. Young children are learning how to manage their own behaviour and to share and have respect for others. Children show care and concern for each other. For instance, a child notices that another needs help to untie their apron after painting.
- Parents provide information about their child's learning at home and are kept updated on their children's progress. Written comments provided by parents express how pleased they are with their children's care and development. They comment that they receive in-depth reports verbally and in writing and that the childminder communicates with them in detail, offering advice to help them as a family.
- The childminder includes the views of children and parents when evaluating her provision. However, she does not link her professional development closely enough to her evaluations of practice, to help raise the quality of education to an even higher level.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a clear understanding of how to keep children safe and how to identify and report child protection concerns. She has completed a range of safeguarding training. One of the ways that she stays up to date with child protection and wider safeguarding issues is through reading local authority briefings. She has recently joined a local authority training and awareness campaign to help her be more aware of domestic abuse.

What does the setting need to do to improve?

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

- use self-evaluation to identify suitable training and development opportunities, to enhance the quality of education
- enhance opportunities for children to learn about people, families and communities and help them to recognise similarities and differences between themselves and others.

Setting details

Unique reference number	323038
Local authority	St Helens
Inspection number	10149796
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 10
Total number of places	6
Number of children on roll	7
Date of previous inspection	5 March 2020

Information about this early years setting

The childminder registered in 1986 and lives in St Helens. She operates all year round from 7.30am to 5pm, Wednesday to Friday. The childminder holds an appropriate early years qualification at level 3. She provides funded early education for three- and four-year-old children.

Information about this inspection

Inspector

Lynne Naylor

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 the evaluation of the setting.
- The childminder and the inspector completed a learning walk together.
- A joint observation was carried out by the inspector and the childminder.
- The inspector held discussions with the childminder and children, and took account of the views of parents provided in writing.
- The inspector looked at a sample of documents. This included evidence of the childminder's suitability and training.

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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