

Childminder report

Inspection date: 20 February 2020

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

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

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

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

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

Overall effectiveness at previous inspection	Met
--	-----

What is it like to attend this early years setting?

The provision is good

The childminder provides a warm, welcoming and safe environment. Children are happy and settled. Effective settling-in procedures are in place and children quickly form strong attachments with the childminder. They enjoy cuddles and snuggle up close to her as they share their favourite books.

Children benefit from a broad curriculum. The childminder provides learning experiences that motivate children to learn. She understands children's interests well. She uses this information to provide exciting activities to stimulate their curiosity further. For example, she takes children to local museums and cathedrals, where they learn about the world and its countries. Following this, children then eagerly explore an interactive globe. They talk excitedly about the different countries in the world and the animals that live there. They successfully locate Australia on the globe. They learn that a baby kangaroo is called a 'joey' and that they are looked after in their mother's pouch.

Children behave very well and display good manners. They cooperate and respond positively to instructions. They develop their confidence and build good levels of self-esteem through the regular praise and encouragement they receive from the childminder.

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

- The childminder is an excellent role model for children. She is consistently calm and polite. She listens to them with interest and encourages them to share their thoughts and opinions. For example, children hold thoughtful conversations about the need to protect pyramids so that people can continue to enjoy learning about the past.
- The childminder promotes children's mathematical development effectively. She encourages children to count and models mathematical language well as they play. For example, children proudly count to numbers beyond 20 as they complete their jigsaw. They expertly sort jigsaw pieces into separate piles that have straight edges and curved edges.
- The childminder plays alongside children and supports them to develop their ideas and thinking further. For example, children play with connecting plastic circles of differing colours. They challenge themselves to create a structure where matching colours do not meet. They confidently work out which colours to assemble next to meet this challenge.
- Partnerships with other settings that children attend are firmly established. The childminder works closely with them to help ensure all children enjoy consistent care and learning opportunities. She regularly shares information about what children need to learn next.

- The childminder develops children's vocabulary as they play. For example, children look closely at a map of the world and talk confidently about sizes of countries. They note that Japan is small 'in relation to' China. Older children have a good understanding of letters and the sounds they represent, such as the beginning sounds in names of countries. However, the childminder misses some opportunities to extend older children's good early literacy skills even further.
- The childminder delivers a good quality of education. However, she has not considered further professional development opportunities to improve the quality of her practice to a higher level.
- The childminder uses observations and assessments to monitor children's progress, and to plan for what they need to learn next. Children make good progress. She shares her intention for children's learning with parents so they can continue to encourage them at home. This enables a shared approach in supporting their children's learning. Parents are very complimentary about the many activities and care their children receive. They appreciate the regular updates about activities their children have enjoyed and their achievements.
- Children confidently use technology to support their learning about the world around them. They use this safely, as the childminder has a secure understanding of keeping children safe when accessing information and communication technology. She teaches them about potential dangers and ensures children access age-appropriate programs.
- Children enjoy regular outings to local playgroups, parks and historical places of interest in the local area. These outings give them many opportunities to be physically active and to develop their social skills. They also provide opportunities for children to learn about the community they live in and the wider world.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of safeguarding and child protection. She is alert to the changes in behaviour that a child may display and that might indicate they are at risk of harm. The childminder knows who she would need to contact if she had a concern and has clear procedures in place to do so. The childminder provides a safe environment. She carries out risk assessments when undertaking outings and trips.

What does the setting need to do to improve?

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

- use professional development opportunities to help raise the quality of practice to a higher level
- enhance opportunities to develop older children's good early literacy skills even

further.

Setting details

Unique reference number	502867
Local authority	Halton
Inspection number	10132577
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 11
Total number of places	6
Number of children on roll	11
Date of previous inspection	27 November 2015

Information about this early years setting

The childminder registered in 2001 and lives in Runcorn, Cheshire. She operates from Monday to Friday all year round, except for bank holidays and family holidays. On Monday, Tuesday, Wednesday and Friday the childminder operates from 8am to 9am and 3pm to 6pm. On Thursday, she operates from 8am to 6pm. The childminder holds an appropriate qualification at level 4. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Lisa Howard

Inspection activities

- The inspector looked at the areas of the premises that are used for childminding, including the outdoor area.
- The inspector discussed self-evaluation, risk assessments and the childminder's policies and procedures. She checked evidence of the childminder's suitability and training certificates.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- A joint evaluation of an activity was completed by the inspector and the childminder.
- The inspector looked closely at the progress of several children.
- Parents' views were considered from the written feedback provided.

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 2020