

Childminder report

Inspection date: 15 March 2023

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

Children learn about manners with this caring childminder and often say 'please' and 'thank you'. The childminder has high expectations for children and models the expected behaviours she has for them. Children explore their emotions. They talk about being happy or sad as they play. They look at emotional expressions on picture cards and laugh at themselves when they try to wink. Children are beginning to understand about their own and others' feelings.

Children access a wide range of learning experiences with the childminder. This includes adult-led activities and frequent trips out to soft-play centres and groups. The childminder knows the children well. At story time, she reads them a favourite book. Children put their cushions in place ready to listen. They enjoy repeating parts of the story over and over and anticipate what may happen next. This develops children's love of books.

Children have opportunities to develop their counting skills as they sort toy animals into coloured containers. They use tweezers to pick them up, which develops their small-muscle skills for when they learn to write. At tidy-up time, children look at which tray a toy should be placed in. They are reminded that it is the one 'underneath', which supports their understanding of mathematical language.

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

- The childminder understands what her strengths are in her practice. She is proactive in her approach to improve the quality of her provision. She attends regular training and links with the local authority. Close partnership working with other childminders also enhances her professional development. Children are accessing a high-quality provision.
- Assessment is carried out regularly to identify whether children are making progress. The childminder identifies gaps in learning and plans new experiences for children. She provides opportunities for children to develop confidence and revisit learning over time. Children are making good progress in their development.
- Children are happy and settled. They accept the inspector into their environment. They have secure attachments with the childminder and feel safe. Behaviour is good. Children understand the routines and boundaries. They help to tidy up when asked and willingly share and take turns. Children have learned to value and respect one another.
- The childminder is experienced in working with children with special educational needs and/or disabilities. She has accessed specialist training through partnership working to meet children's needs. Children's communication and language development is monitored through regular assessment and screening.

Concerns are identified and interventions are put in place when children need help with their learning, to support them to make good progress.

- The curriculum is varied. Children's interests are considered by the childminder. Recent counting while out on walks resulted in activities that support children's mathematical development. Creative activities identified a readiness to learn about colours. During nursery rhymes, children enjoy the action songs and revisit previous learning. Children have lots of opportunities to access all areas of learning.
- The childminder offers a range of adult-led activities as part of her daily routine. However, during activities, the childminder frequently asks questions which require one-word answers, such as naming things. This does not give children the opportunity to further develop their vocabulary or test out their own ideas. As a result, what the children learn can be limited to a set agenda.
- The childminder encourages children to be independent during their play and to make choices. They learn how to care for themselves by washing their hands when they use the toilet and before eating. At mealtimes, children carefully pour their drinks from a jug and use cutlery to feed themselves. These skills will support children when they start school.
- Parents appreciate the care that the childminder gives to their children. They appreciate the support and advice she offers, particularly around dummies and sleep patterns. Children are making progress, and parents express that they are updated on their children's learning and development by the childminder. There is good communication between home and the childminder.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure understanding of how to protect children from the risk of harm. The premises are safe and clean. The childminder continually promotes children's understanding of keeping themselves safe. Children are encouraged to tidy up toys so that they do not hurt themselves. They do not access devices at the setting, and the childminder supports parents in understanding the importance of e-safety. The childminder explains the signs and symptoms of abuse and the action to take if she has concerns that a child may be at risk of harm. The childminder also understands the procedures to follow if an allegation is made against herself or someone living in her home.

What does the setting need to do to improve?

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

- develop an understanding of how different types of questions can be used to develop children's understanding and thinking skills.

Setting details

Unique reference number	EY216563
Local authority	Halton
Inspection number	10282228
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 9
Total number of places	6
Number of children on roll	8
Date of previous inspection	1 July 2019

Information about this early years setting

The childminder registered in 2002 and lives in Widnes, Cheshire. She operates all year round from 7.30am to 5pm, Monday to Thursday, and from 7.30am to 1pm on Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3.

Information about this inspection

Inspector

Jenny Burgeen

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 spoke to the inspector about her intentions for children's learning.
- Children spoke to the inspector during the inspection.
- The inspector observed the interactions between the childminder and the children.
- The childminder and the inspector discussed how the curriculum is implemented and the impact that this has on children's learning.
- Parents shared their views of the provision with the inspector.

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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