

Childminder report

Inspection date: 19 March 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 dedicated childminder creates a friendly and nurturing environment. She forms close, trusting bonds with children. Consequently, children are happy and settle quickly into the childminder's routines. The childminder has high expectations of all children. She provides children with clear instructions. This helps children understand what is expected of them. Children's behaviour is good. They are kind and helpful. For example, children work well with their peers to tidy away the toys before starting a new activity.

The childminder provides children with nutritious food and children learn why healthy foods are good for their bodies. She teaches children about food and drinks that may harm their teeth. Children benefit from plenty of daily opportunities to be physically active. Children learn about healthy life choices.

The childminder promotes a love of reading. Children become immersed in their story time sessions. For example, they pretend their caterpillar puppets are gobbling up specific numbers of fruit as they help to retell the story. The childminder reads books with plenty of enthusiasm and brings stories to life. Young children learn how to handle books gently and to turn the pages. This helps to develop children's early reading skills.

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

- The childminder creates a broad curriculum which supports children to experience new things. She takes children on a variety of outings. For example, children go to local parks, music classes and soft play centres. This provides children with opportunities to socialise with larger groups of children and build their confidence.
- Overall, children's communication and language skills are promoted well. The childminder introduces children to the words 'rough, smooth and fluffy' as they feel different textures in books. The childminder asks the children questions as she plays with them. However, she does not always ensure younger and quieter children have opportunities to share their views during group tasks. This sometimes limits younger children from developing their speaking skills in group activities.
- The curriculum for mathematics is well planned. For example, older children count how many fruits they can see and match it to the correct numeral. Younger children join in with number songs. The childminder holds up her fingers for the children to practice their counting during the song. This helps to develop children's mathematical development.
- The childminder has a good understanding of where children are up to in their development. She gathers information from parents about what children already

know and can do when they join. The childminder plans appropriate next steps in children's learning. Children make good levels of progress from their starting points.

- The childminder is proactive in accessing courses that help to further improve her practice. She focuses her training on the needs of children attending her setting. This helps to further develop the childminder's knowledge and skills.
- Parent partnerships are strong. Parents praise the childminder for the support she provides to them. The childminder provides parents with regular updates about children's development. She liaises with staff from other settings children attend during drop off and collection times. The childminder also sends a transition report to schools when children are ready to move on. However, the childminder does not always share key information about children's learning and development with other settings that children attend while also attending her setting. This does not fully promote continuity in their learning experiences.
- Children's growing independence skills are promoted well. They learn to put their coats and shoes on by themselves. Children feed themselves confidently at mealtimes. They are learning to manage their own personal hygiene. This helps children feel proud of the tasks they can complete by themselves.
- Children learn about diversity. The childminder celebrates a range of festivals, such as Chinese New Year and Diwali. She helps children learn about the dynamics of different families. This helps children recognise similarities and differences between themselves and others.
- Children behave well. They listen attentively to the childminder's instructions and follow them well. The childminder provides children with meaningful praise for their cooperative behaviour. This helps to develop children's self-esteem.

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:

- strengthen partnerships with staff at other settings children attend to promote greater continuity in their care and learning
- provide consistent support to encourage both younger and quieter children to engage further in group discussions.

Setting details

Unique reference number	EY261738
Local authority	St Helens
Inspection number	10317169
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 8
Total number of places	6
Number of children on roll	12
Date of previous inspection	22 May 2018

Information about this early years setting

The childminder registered in 2003. She lives in Newton-le-Willows, St. Helens. She operates all year round, from 7.30am to 5.15pm, Monday to Friday, except for bank holidays and family holidays.

Information about this inspection

Inspector

Olivia Barnes

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 childminder.
- The quality of education was observed, and the inspector assessed the impact this has on children's learning.
- The inspector and the childminder completed a learning walk and discussed the intent of the curriculum.
- The childminder and the inspector evaluated an activity together.
- The childminder and the inspector held ongoing discussions throughout the inspection.
- The inspector took account of parents' views about the childminder's setting.
- The childminder provided the inspector with a sample of key documentation on request.
- Children were spoken to when appropriate.

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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