

Childminder report

Inspection date: 16 June 2025

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 are warmly welcomed into this home-from-home environment by the friendly and nurturing childminder. Younger children separate from their parents with ease. They hold out their arms to instigate a cuddle with the childminder upon arrival. This shows that children immediately feel safe and comfortable in the childminder's care. The childminder is a positive role model. She implements consistent routines and has high expectations for children's behaviour. This helps children to understand what is expected of them. Children are kind and caring, and they play together well. The childminder consistently provides meaningful praise for their efforts and achievements. Furthermore, she considers each child's age and stage of development to ensure her praise is understood and effectively encourages these behaviours to be repeated. Consequently, children's behaviour is very good.

The childminder uses her knowledge about children's starting points and family experiences to tailor the curriculum and teaching, providing support where it is needed the most. Furthermore, she implements effective assessment and observation procedures. This means the childminder identifies gaps in children's learning swiftly, and they receive the support they need. All children, including those with special educational needs and/or disabilities (SEND), are well prepared for their next stage in learning.

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

- Children have lots of opportunities to use their imagination through role-play activities. Children use toy telephones to hold conversations with the childminder and invite her to their 'BBQ'. Furthermore, children develop their hand muscles as they quickly find the toy laptop so they can write their own letters next to the inspector. This supports them to develop early writing skills.
- The childminder supports children to develop healthy lifestyle habits. Children begin to understand the importance of leading a healthy lifestyle and the positive impact this has on their bodies. For example, they talk about the importance of eating healthy foods. Children have regular access to outdoor physical activities that help them learn to take appropriate risks and challenges in developing their larger physical skills outdoors.
- The childminder threads mathematics throughout her teaching. Children learn about number and shape and how to use mathematical language in the correct context. The childminder uses children's interests to support this further. For instance, as children make marks with chalk and water, the childminder supports children to recognise different shapes such as circles and triangles. Children develop a sound understanding of early mathematical concepts.
- Partnerships with parents are strong. The childminder values parents as

children's first educators and shares ideas with parents of how to continue children's learning at home. For example, she provides resources that are based on children's next steps. Parents are incredibly happy with the love, care and support provided for their children, as well as the progress their children make.

- The childminder has a good understanding of how to support children with SEND. She works in collaboration with children's parents and other professionals to ensure timely referrals are made and the needs of all children are met. This supports children with SEND to make progress alongside their friends.
- The childminder is passionate about her role and is ambitious for children to make the most of their time with her. She has completed relevant training and professional development opportunities, including on topics such as healthy eating, oral health and supporting children's physical development. She expresses how much she has enjoyed these learning experiences, reflecting a positive attitude towards her ongoing professional development.
- The childminder provides a mixture of child-led and adult-led learning. Generally, she ensures that her intent is meaningful and relevant. For instance, during child-led play, children are highly engaged as they create flowers with different-coloured play dough. However, adult-led activities are not as consistently well-planned to meet the individual needs of all learners, particularly younger children. This does not fully support all children to benefit from the intended learning.
- Overall, the childminder encourages children to develop their independence, as they put on their shoes and independently wash their hands before meals. However, at times, the childminder completes tasks for children that they could be learning to do for themselves. This means, opportunities for children to fully embed their independence and further practise these skills can be limited.

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:

- review the planning of focused, adult-led activities to ensure that younger children do not become distracted and are able to become more engaged in their learning
- provide increased opportunities during daily routines for children to further develop their emerging independence skills.

Setting details

Unique reference number	EY269230
Local authority	St Helens
Inspection number	10380838
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 3
Total number of places	6
Number of children on roll	7
Date of previous inspection	26 June 2019

Information about this early years setting

The childminder registered in 2003, and lives in St Helens, Merseyside. She operates all year round from 8am to 5pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides government funded early education.

Information about this inspection

Inspector

Kelly Little

Inspection activities

- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years curriculum.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Parents shared their views of the setting with the inspector.
- The inspector carried out a joint observation with the childminder and took account of her reflections.
- 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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