

Childminder report

Inspection date: 3 November 2021

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	Met
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What is it like to attend this early years setting?

The provision is good

The childminder is aware that children have had limited contact with others during the COVID-19 pandemic. To compensate, she places a strong focus on developing children's social and communication skills. She purposefully takes children on outings so that they can learn how to socialise with others. She takes them to toddler groups and to buy items from the shops, which helps them to learn about their community and the people who work in it. Children behave well. They enjoy secure relationships with the childminder, who successfully builds up their self-esteem and confidence.

The childminder mainly gathers information from parents about children's routines and interests before they start. She uses this information to help children to settle quickly and to meet their care needs. She is beginning to exchange information with a nursery that a child has started to attend, to help promote continuity in learning.

Children happily and confidently choose what they want to play with or do. Overall, although learning is not precisely planned, the childminder helps children to make good progress as they play. Children are well prepared with skills in readiness for school and later life. They develop good concentration skills and are keen to learn. They confidently communicate with visitors. Children practise self-care skills, such as washing their hands and putting on their shoes and coats.

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

- Children develop good literacy skills. They frequently choose books from a basket and ask the childminder to read to them. They sit closely to the childminder, which promotes their emotional security, and enjoy listening to stories. The childminder encourages children to practise the skills needed for reading. For example, she asks them to turn the pages one at a time as she reads.
- Some stories and activities help children to learn about the similarities and differences between themselves and others. Children talk about people living in different types of homes. Some craft activities, such as drawing and colouring pumpkin masks, provide opportunities for children to talk about other traditions.
- Children develop good mathematical skills. The childminder helps children to count as they play and complete tasks. Children develop an awareness of different shapes as they name and post them into corresponding holes in a posting toy. They count eggs as they help the childminder to crack them while making lunch.
- The childminder provides a commentary as children play and introduces new words to extend their vocabulary. She sounds out the letters as she writes their

names on their drawings. Children practise the skills needed for later writing as they draw and paint.

- Children have many opportunities to be physically active and develop their coordination. They kick and throw a ball to the childminder and manoeuvre wheeled vehicles in the garden. Children also climb and balance on larger equipment during regular visits to the local park, which helps to develop their larger muscles.
- The childminder promotes children's good health. Parents praise the way that she encourages children to try different fruits and vegetables and teaches them about healthy eating.
- Overall, children make good progress and learn well through everyday tasks and experiences. For example, children learn to handle a range of kitchen tools safely while making lunch. A child who is enjoying washing her hands is provided with a bowl of soapy water and some plastic cups and plates to wash so she can continue the sensory play. However, although some activities are extended, the childminder does not purposely plan activities or sequence the curriculum to build swiftly on children's prior learning.
- During the COVID-19 pandemic, the childminder completed mandatory training. However, she does not sufficiently link her professional development with evaluations of her practice to help to build on the quality of education.

Safeguarding

The arrangements for safeguarding are effective.

The childminder knows the signs that may indicate a child is at risk of harm and how to report concerns. She refreshes her knowledge of safeguarding through regular training and reading safeguarding updates sent by the local authority. She knows how to work with other agencies if she has any child protection concerns. The childminder talks to children about safety. For example, in addition to supervising children closely, she teaches them to be careful when feeding the fish in the garden pond.

What does the setting need to do to improve?

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

- plan and sequence learning more precisely to build on children's prior knowledge
- link professional development more closely with the evaluation of practice to improve the quality of education.

Setting details

Unique reference number	EY271801
Local authority	Halton
Inspection number	10213232
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 11
Total number of places	6
Number of children on roll	6
Date of previous inspection	9 November 2015

Information about this early years setting

The childminder registered in 2003 and lives in Runcorn. She operates all year round from 8.30am to 5pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate early years qualification at level 4. She provides funded early education for two-, 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 their evaluation of the provider.
- The inspector had a tour of the childminder's home to gain an understanding of how the early years provision and the curriculum are organised.
- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- A joint observation was carried out by the inspector and the childminder.
- The views of children spoken to on the day and the written views of parents were taken in to account.
- The inspector held discussions with the childminder. She looked at relevant documentation, such as evidence of the suitability of household members.

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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