

Childminder report

Inspection date: 15 November 2022

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

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

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

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

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

Overall effectiveness at previous inspection	Good
--	------

What is it like to attend this early years setting?

The provision is good

Children are happy and settled in this friendly and welcoming setting. The childminder has warm and loving relationships with the children in her care. Well-established daily routines help children to feel emotionally secure. The childminder is attentive to children's needs and responds quickly, such as when they need a snack or a drink. Children enjoy their time with the childminder and are keen to engage in the many activities available to them. The childminder has a good understanding of how children learn and develop. She provides an interesting curriculum that motivates children to learn and have fun. Consequently, children demonstrate a positive attitude to their learning and make good progress.

Children behave well and enjoy the company of others. They play cooperatively with their friends and share and take turns. The childminder has clear, consistent boundaries in place. This enables children to know what is expected of them and supports them to make good choices. For instance, they tidy away toys before getting more out to play with. Children are learning how to do things for themselves, such as getting their own drinks and washing their hands before eating. The childminder is a positive role model, who provides children with plenty of praise and encouragement. This supports children's self-esteem and confidence well.

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

- The childminder has a clear understanding of what she wants each child to achieve. She gathers information from parents when children first start about what they know and can do. The childminder observes the children and assesses their abilities and skilfully uses interactions to promote their next steps. She has high expectations for children and strives to ensure they reach their full potential.
- The teaching of language and literacy is good overall. The childminder reads books with the children as part of the daily routines. She engages them in meaningful conversations to help develop their speech. The childminder repeats back what children say and models the correct pronunciation of words. However, at times, the childminder does not recognise the negative impact background noise has on children's ability to concentrate during some activities.
- Children relish singing songs and following the actions to songs and rhymes that are familiar to them, such as 'The Grand Old Duke of York' and the 'Hokey Cokey'. They excitedly move their bodies as they dance with the childminder and shake and bang the musical instruments. This helps them to understand and learn about different sounds, beats and rhythms.
- Children use their imaginations well in their play. For example, they feed and cuddle their 'babies' as they inform the inspector 'she's called baby sister'.

Children enjoy pretending to go to the shop for dinner, buying 'waffles' and 'burgers', and adding them to their shopping bags. They display great imagination in their role play as they interact with the childminder.

- Children learn how to take care of their teeth. For example, they use the tools from a dentist kit to brush the teeth of the dolls and soft toys. While doing so, they have a discussion with the childminder about how they care for their own teeth. This supports children's understanding of oral hygiene.
- The childminder is attentive towards the children. Children are keen to talk to her about what they are playing with. They respond to the questions she asks. However, at times, the more confident and articulate children dominate conversations with the childminder. Consequently, quieter and less-confident children miss out on developing their learning.
- The childminder has developed good relationships with the children's parents. Parents report that their children are happy in the childminder's care. They feel they are well informed about their children's progress. Parents believe that their children particularly benefit from going on lots of outings in the community and attending toddler groups with the childminder and their friends. Children develop good social skills.
- The childminder reflects on her practice and evaluates the effectiveness of her provision. She reflects on the daily experiences of the children and gathers the views of parents to help improve her provision. She is very experienced, dedicated and passionate about the service she provides.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is secure in her knowledge and understanding of how to keep children safe. For instance, she understands how to identify possible signs and symptoms that may indicate a child is at risk of harm. The childminder understands the procedures to follow and who to notify to deal with her concerns. She knows the correct procedure to follow if an allegation was to be made against her or a member of her family. The childminder uses risk assessments effectively to keep children safe in her home and when on outings. She attends training to ensure her safeguarding knowledge is up to date.

What does the setting need to do to improve?

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

- minimise unnecessary background noise, to support children's concentration and to prevent them from becoming distracted in their learning
- consider more ways to support quieter and less-confident children to be more involved in conversation and enhance their overall learning and development even further.

Setting details

Unique reference number	EY282796
Local authority	St Helens
Inspection number	10234800
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 2
Total number of places	6
Number of children on roll	5
Date of previous inspection	10 January 2017

Information about this early years setting

The childminder was registered in 2003 and lives in Rainhill. She operates for 52 weeks per year, from 7.30am to 5.00pm, Monday to Thursday, except bank holidays and family holidays.

Information about this inspection

Inspector
 Rachelle Pole

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 her evaluation of the setting.
- The inspector looked at the areas of the childminder's home that she uses with children and discussed how she operates her practice.
- The inspector observed the childminder joining in activities with children and discussed the learning that was taking place with her.
- The inspector took into account the views of parents and discussed the childminder's reflections of her practice with her.
- The inspector spoke to the childminder and the children at appropriate times during the inspection.

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 2022