

Childminder report

Inspection date:

20 September 2022

Overall effectiveness	Good
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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 well settled in the home-from-home environment. They confidently and safely explore the vast amounts of resources available. Children behave well for their age. They are learning to share and take turns with their friends. For instance, very young children play back-and-forth games with balls and push-along toys. This supports them to develop their social skills and form friendships with others. The childminder is clear about her expectations for positive behaviour. She teaches children to understand the effect their behaviour has on others. Children are quickly learning about what is right and wrong.

Children are beginning to develop an interest in books. The childminder skilfully chooses interactive stories to help children remain engaged. Children giggle as they independently lift the flaps to identify animals and learn the corresponding animal noises. Children's growing love of books is complemented well by 'the reading tree'. This offers them the opportunity to take books home to share with their families. This provides continuity in children's learning and helps them to make good progress.

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 intends to teach children in the long term. She plans a broad and interesting curriculum based on her observations and assessments of children. However, during some adult-led activities, the childminder does not use what she knows about children, such as their interests and next steps, to help keep them engaged. Consequently, children move on to something else quickly.
- The childminder reflects on her provision and works closely with other childminders to share good practice. She completes a range of training courses, in particular mandatory training. However, she does not tailor her professional development to help improve her knowledge and skills further. For instance, occasionally, she prioritises the specific areas of learning, such as mathematics, before children are secure in the prime areas of learning. This means not all learning experiences build succinctly on children's prior knowledge.
- Children show great delight in singing, dancing and using musical instruments. They listen carefully to the words and try to copy familiar actions. The childminder supports children's communication and language development by encouraging children to join in with familiar phrases and words. Children babble gleefully in response and are becoming confident to communicate.
- Children have formed beautiful bonds with the nurturing childminder. They approach her for spontaneous cuddles and clearly feel secure in her presence. Older children are beginning to follow instructions well and understand the daily routine. The childminder is very attentive to children's individual needs. This

helps children to feel confident and promotes their emotional well-being.

- Children are developing some independence skills, appropriate to their age. They are beginning to feed themselves, locate their own belongings, such as shoes and socks, and help to tidy up. Children demonstrate a positive attitude to learning and a willingness to take part.
- Overall, the childminder works hard to support children's good health. She provides a healthy, balanced diet and promotes physical exercise. Children are supported to wash their hands and learn about the importance of reducing the spread of infection. However, the childminder has not fully explored ways to support children's oral health. For instance, children are allowed to drink juice from bottles before being offered an alternative. This hinders children's understanding of good dental health and the effects of sugar on their teeth.
- The childminder has formed strong partnerships with parents. She shares information about children's development and how this can be extended at home. Parents are very happy with the service provided. They feel involved in children's learning and value the support they receive from the childminder. This two-way flow of information helps to secure the best outcomes for children.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure understanding of her role and responsibility to keep children safe from harm. She completes regular training to keep her knowledge up to date. The childminder is a part of a local initiative to keep herself informed of any incidents that may take place at a child's home. She has a clear understanding of what constitutes a safeguarding concern and how to make a referral. The childminder knows how to manage allegations about herself or any other person in her household.

What does the setting need to do to improve?

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

- focus adult-led activities more closely on children's next steps and interests to help them to remain further engaged in learning
- tailor professional development programmes more specifically to raise the quality of education to a higher level
- consider more effective ways to support children's oral health.

Setting details

Unique reference number	EY289750
Local authority	St Helens
Inspection number	10234842
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 5
Total number of places	6
Number of children on roll	7
Date of previous inspection	29 November 2016

Information about this early years setting

The childminder registered in 2004 and lives in the Sutton area of St Helens. The childminding provision operates all year round, from 8am to 5pm Monday to Thursday and Friday 8am to 1pm, except for bank holidays and family holidays. The childminder holds an appropriate early years qualification at level 3.

Information about this inspection

Inspector
Kayte Farrell

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 provision.
- The childminder gave the inspector a tour of the setting and discussed how the curriculum is planned and implemented.
- The inspector observed the quality of education indoors and evaluated the impact on children's learning.
- Discussions were held with the childminder and children at appropriate times throughout the inspection. Written feedback from parents was considered.
- A leadership and management meeting was held with the childminder. Documentation relating to the suitability of people working on the premises was checked. The inspector looked at qualification certificates and paediatric first-aid certificates.

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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