

Childminder report

Inspection date: 8 June 2023

Overall effectiveness	Outstanding
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Overall effectiveness at previous inspection	Good

What is it like to attend this early years setting?

The provision is outstanding

Children flourish while in the care of this wonderful childminder. Children are extremely happy and confident. They have developed extremely strong attachments with the childminder and feel safe. They separate from parents with enthusiasm and quickly settle into their activities. The childminder uses every moment to extend children's vocabulary, sharing books, singing songs and using language to build on children's knowledge. Children use their newly acquired vocabulary in their play. After observing the life cycle of caterpillars, they demonstrate an understanding that they are 'asleep' in a 'chrysalis' but will 'be a butterfly'. Children are learning and remembering new knowledge.

Children show incredibly high levels of independence. They exuberantly explore the wonderful, well-thought-out environment. They are secure in the knowledge that the childminder is there to support them. Young children climb a challenging ladder with boldness, supported by the childminder. They demonstrate their pleasure, smiling and laughing. They celebrate their successes, cheering and clapping when they succeed to slide down the 'big' slide. This supports children's resilience and levels of self-esteem.

Children demonstrate extraordinarily positive behaviour. They are excited and eager to join in activities that are cleverly planned by the childminder. This is supported by the childminder's exceptionally high expectations for children's behaviour and attitudes. This supports children to have skills that will aid them in their life beyond the setting.

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

- The childminder has a clear curriculum for children's personal, social and emotional development. Children display impeccable manners, saying 'please' and 'thank you' to one another while sharing the toys. Children learn to become compassionate, showing kindness to their friends. For example, children support their friends when they fall over, rushing to help and offer care. Children are immensely well prepared to start school and equipped to develop friendships.
- The superbly designed environment is organised to support the childminder's carefully constructed curriculum. It offers challenge and supports children with making independent choices. There is an impressive range of activities on offer to ensure that children develop their skills while engaged in activities that build on their interests. The childminder gives children time to practise their skills. She provides excellent support when children are faced with challenges, such as needing more water in their buckets. She responds to children's questions skilfully, ensuring that they think for themselves to problem-solve. Children display high levels of motivation and pleasure in their own and their friends'

successes.

- The childminder has developed a carefully sequenced curriculum. It is ambitious, building on children's knowledge. Children are exposed to new experiences and vocabulary that they then use while they play. The childminder skilfully breaks down learning and, in doing so, supports children with speech and language delay. Children benefit from the childminder's skill at ensuring there are plentiful opportunities for them to embed learning and use new vocabulary.
- The childminder is constantly looking for ways to improve and develop her skills. She has excellent links with local authority advisers and other childminders. She is seen as an expert and an excellent role model. She acts as a mentor and supporter for new local childminders. She accesses training to ensure her practice is up to date. This impacts positively on children as she is aware of new strategies and opportunities that she can access for children in her care.
- The childminder is extremely aware of her responsibility to provide a curriculum that broadens children's understanding of the wider world. She is proactive in organising outings that support her curriculum. For example, trips to the recycling plant ensure that children gain a deep understanding of what happens to the recycling they sort into the bin. The childminder used a recent trip to the 'Eurovision Village' for children to experience and observe the wider world, people, cultures and ways of life.
- There is mutual respect demonstrated between the childminder and parents. Parents are extremely happy with the care and education the childminder provides. The childminder uses her understanding of speech and language strategies to help parents understand how they can implement these at home. This is highly effective as children make rapid progress from their starting points. Parents feel confident that their children are getting a wonderful early experience. They are extremely pleased that they receive regular updates on their children's progress and daily activities.
- Children with special educational needs and/or disabilities benefit from the childminder's skills in the early identification of their needs. She is proactive in swiftly arranging assessments. This ensures that children have specialist input at the earliest opportunity, which supports them to make significant progress.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is aware of the signs of abuse and neglect and has robust procedures in place to ensure children's safety. She updates her knowledge of safeguarding and is aware of the 'Prevent' duty, female genital mutilation and indications of drug-related crime. She knows who to contact if she has any concerns. The environment is well maintained and secure, and children are protected from harm. The childminder supports children to be aware of how to keep themselves safe while accessing the outdoor environment and negotiating spaces while climbing.

Setting details

Unique reference number	EY293960
Local authority	Halton
Inspection number	10289571
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 4
Total number of places	6
Number of children on roll	6
Date of previous inspection	29 November 2017

Information about this early years setting

The childminder registered in 2004 and lives in Widnes, Cheshire. She provides care all year round, from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays.

Information about this inspection

Inspector

Jessica Leong

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 inspector and childminder conducted a learning walk of the premises and discussed how they are maintained to ensure they are safe and suitable.
- The childminder spoke to the inspector about children's learning and development, with a particular focus on communication and language.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between the childminder and children.
- Parents shared their views of the setting with the inspector.
- 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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