

Childminder report

Inspection date: 17 July 2024

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 happy and settled in the care of the nurturing childminder, who ensures that they feel valued and loved. As a result, children happily engage in the opportunities provided. The childminder takes time to gather information from parents about their children. She uses this information effectively to meet children's needs. The childminder plans experiences based on children's interests to motivate them in their learning. For example, the childminder used children's interest in cars to extend their mathematical development. Children delight in attempting to name the different sizes of cars and discuss the distances that the toy cars move.

The supportive childminder offers children an abundance of praise and encouragement. As a result, children understand what the childminder expects of their behaviour. Children respond to requests, play cooperatively and behave well. These positive attitudes help to create a calm learning environment. Children feel secure in the home-from-home environment. They delight in pointing to displayed photos of themselves and their friends. This helps children to develop a true sense of belonging. Children make good progress from their starting points. They gain the skills that will benefit their future learning. This helps to ensure that they are prepared for their eventual move to nursery or school.

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

- The childminder is extremely enthusiastic in her approach and provides children with a curriculum which motivates them to learn. She uses her knowledge of child development to help her to sequence children's learning. The childminder accurately identifies what children need to learn next and plans exciting experiences to help them develop their skills and knowledge. Children demonstrate a positive approach to learning.
- Children are supported to develop their physical skills. They enjoy daily walks in the local countryside. Children also benefit from lots of outdoor learning. For example, they develop their knowledge of animals as they meet horses at the local farm. At other times, children develop their coordination and strengthen their hands as they mix paint and use tools to create marks. These activities help children to develop their physical skills, which prepare them for their next stage in learning.
- Children happily listen to the childminder as she reads stories. They laugh as they finish sentences and familiar phrases in books. The childminder encourages children to discuss animals and plants from a favourite book. This helps children to recall and understand simple stories. The childminder ensures a wide range of books is available for children to access. Children cuddle up with the childminder to listen to stories. As a result, children develop a love of books and reading.
- Children's communication and language development is a key focus of the

childminder. Interactions are mostly of good quality. The childminder talks to children as they play and introduces new vocabulary. However, there are times that the childminder interrupts children's play and asks irrelevant questions. In these moments, the childminder does not effectively extend children's communication skills.

- The childminder extends her knowledge as she undertakes professional development opportunities, to help enhance her practice. She welcomes every chance to share her new skills with a small network of childminders she works with. This means a wider group of children benefit from new experiences and knowledge.
- The childminder provides children with calm and relaxing mealtimes. Children sit and chat while they enjoy a range of healthy food. They discuss the importance of eating fruit, drinking water and having a rest if they are tired. Children also benefit from opportunities to learn about oral health. These activities help children to understand the importance of healthy choices.
- Children begin to learn about what makes them unique. The childminder takes them to eat in local restaurants to celebrate prominent cultural festivals. This supports children to learn about other cultures and ways of life. Children regularly visit the local school and shops. They develop their confidence in many social situations and learn about the wider world around them.
- Parents are impressed with the level of support and guidance they receive from the childminder. They comment how the childminder has become part of their family. The childminder provides regular updates about the experiences that children have. Parents are provided with ideas about how to support their children's learning at home. As a result, children benefit from a consistent approach to their learning and development.

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:

- develop questioning techniques to help extend children's communication skills.

Setting details

Unique reference number	EY335942
Local authority	Halton
Inspection number	10350928
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	5
Date of previous inspection	17 September 2018

Information about this early years setting

The childminder registered in 2006. She lives in Runcorn, Cheshire. The childminder operates from 6.30am to 5.30pm from Monday to Thursday, except for bank holidays and family holidays. The childminder works with an assistant.

Information about this inspection

Inspector

Deborah Magee

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 spoke to the children at appropriate times during the inspection.
- The childminder provided the inspector with key documentation on request.
- 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 the children.
- Parents shared their views of the setting with the inspector.

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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